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ABSTRACT

This report examines why women in rural areas encounter particular difficulties in gaining access to out-of-school education. The report, based on a survey of UNESCO members, first attempts to describe the characteristics of rural areas, the size of their population, and the reasons for and the scope and impact of the exodus from the countryside in so far as women are concerned. The present situation with respect to the access to education of girls and women in rural areas is described. Essential factors of rural development and the extent of women's role in this process form the third part of the report. In conclusion, the education of women for rural development, their place in literacy and agricultural education and training programs makes it possible to pick out certain features of the various countries' policies for the advancement of rural women. (Author/KSM)

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Twenty-fifth session

STUDY ON THE EQUALITY OF ACCESS OF GIRLS AND WOMEN TO EDUCATION IN THE CONTEXT OF RURAL DEVELOPMENT

Report prepared by the United Nations Educational, Scientific and Cultural Organization

The Secretary-General has the honour to transmit to the Commission on the Status of Women the attached report, prepared by the United Nations Educational, Scientific and Cultural Organization, in accordance with resolution 12 (XX), adopted by the Commission on 2 March 1967, at its twentieth session.

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INTRODUCTION

In a rapidly changing world, the impetus of development accentuates existing disparities. Thus, there is an ever widening gap between industrialized and developing countries, between developed and disadvantaged regions, between urban areas which polarize the efforts of the centres of decision, siphon off the greater share of available financial resources and, in their spectacular transformation, embody the results of progress - and rural areas - which, despite the improvements being made there and the expansion of distance-reducing communication and information media, are still resigned to their fate, isolated and stagnant.

Awareness of this state of affairs has stimulated reflection on ways and means of achieving integrated development. Indeed, industrialization and agricultural modernization, socio-economic structural change and rural development may constitute complementary objectives in the planning of material and human resources. Such an approach would lead to a gradual reduction in inequalities and an equitable redistribution of opportunities between the various groups. From this point of view, a particular effort would be necessary, particularly in respect of rural areas and the people who live in and develop them: "The ultimate criterion by which any system will be judged is the extent to which it is producing educated and trained men and women in the numbers required and with the appropriate attitudes, skills and enterprise needed for the total process of a changing and developing rural society." 1/

Does this mean that equality of access of rural women to education can easily be achieved? Women's contribution to rural development and their right to education seem to be widely recognized. There is, however, a gap between word and deed which must be filled: "Women ... can be powerful agents for change in agriculture. This enormous potential is being increasingly recognized but much conservatism still bars the way to equal educational opportunities for men and women. 2/

While examining UNESCO's report on the access of women to out-of-school education, at its fourteenth session (1960), the Commission on the Status of Women noted that women in rural areas encountered particular difficulties. The Commission therefore requested UNESCO to submit to it, at a subsequent session, a report on education for women in rural areas. 3/

To that end, the secretariat undertook a survey on the access of girls and women to education in rural areas and submitted a report thereon to the Commission on the Status of Women at its seventeenth session (1963).

1/ World Conference on Agricultural Education and Training, Copenhagen, 1970, FAO UNESCO ILO Report, RU/AET/70/Vol.I, p. 65.

2/ Ibid., p. 104.

3/ See Official Records of the Economic and Social Council, Thirtieth Session, Supplement No. 7 (E/3360), resolution 10 (XIV).

The topicality of the problem of the education of girls and women in rural areas, the interest the report aroused in the Commission on the Status of Women and among non-governmental organizations, the Economic and Social Council's concern to draw the attention of Member States and of intergovernmental and non-governmental international organizations to the question by its resolution 961 D (XXXVI) of 12 July 1963 led the UNESCO secretariat to undertake, as a follow-up to the reports on the access of women to education it regularly submits to the Commission on the Status of Women, 1/ a survey on the equality of access of girls and women to education in the context of rural development, the results of which form the basis of this report.

In order to determine the prevailing situation, a questionnaire (annex I) was sent to all States members and associate members of UNESCO.

By mid April 1972, 78 replies had been received from 72 member States and six Non Self Governing Territories. 2/

1/ Access to out of school education, to primary, secondary and higher education, to education of women in rural areas, to the teaching profession, to technical and vocational education, to literacy and a study on co-education.

2/ (a) Member States

AFRICA:	Algeria, Burundi, Cameroon, Dahomey, Gabon, Ghana, Ivory Coast, Kenya, Liberia, Madagascar, Mali, Mauritania, Niger, Nigeria, People s Republic of the Congo, Sierra Leone, Sudan, United Republic of Tanzania.
AMERICA, NORTH:	Barbados, Canada, Costa Rica, Cuba, Dominican Republic, Guatemala, Mexico, Trinidad and Tobago, United States of America.
AMERICA, SOUTH:	Argentina, Brazil, Colombia, Paraguay, Venezuela.
ASIA:	Burma, Ceylon, Cyprus, India, Indonesia, Iran, Iraq, Japan, Jordan, Kuwait, Laos, Lebanon, Republic of Korea, Singapore, Syrian Arab Republic, Thailand, Turkey, Yemen.
EUROPE:	Austria, Belgium, Bulgaria, Czechoslovakia, Denmark, Federal Republic of Germany, Finland, France, Greece, Hungary, Italy, Malta, Netherlands, Norway, Poland, Spain, Sweden, Switzerland, United Kingdom, Yugoslavia.
USSR:	Union of Soviet Socialist Republics, Byelorussian Soviet Socialist Republic.

(b) Non-Self Governing Territories

Territories under United Kingdom administration:

AFRICA:	St. Helena.
AMERICA, NORTH:	Virgin Islands.
AMERICA, SOUTH:	Falkland Islands.
OCEANIA:	Gilbert and Ellice Islands, British Solomon Islands.

Territories under Franco-British administration:

OCEANIA:	New Hebrides.

/...

Twelve States and Territories 1/ replied that to a large extent the questionnaire was not relevant to conditions in their country. In the case of some of them (Barbados, Kuwait, Singapore, British Virgin Islands), the distinction between urban and rural areas does not apply. In the case of others (Denmark, Netherlands, Norway, United Kingdom, New Hebrides), the questions are not relevant to their level of development and to their rural development problems in particular. Some of the negative replies (Barbados, Costa Rica, Denmark, Netherlands, Yugoslavia) also stem from the fact that there is already considered to be equality of access to education for the population as a whole, without distinction as to sex or place of residence. 2/ In addition, reference is made to the lack of studies and statistical data relating to the access of girls to rural educational establishments.

The present report is based mainly on the 66 detailed replies to the questionnaire. All 78 countries were taken into consideration when compiling the data used in the various statistical tables.

In the first part, the report attempts to describe the characteristics of rural areas, the size of their population and the reasons for and the scope and impact of the exodus from the countryside, particularly in so far as women are concerned.

There follows a description of the present situation (characteristics of educational systems, opportunities and difficulties encountered) with respect to the access to education of girls and women in rural areas.

The essential factors of rural development and the extent of women's role in this process (activities engaged in and employment opportunities depending on the level of training) form the third part of the report.

In conclusion the education of women for rural development, their place in literacy and agricultural education and training programmes make it possible to pick out certain features of the various countries' policies for the advancement of rural women, as they appear from the replies received.

1/ Those countries whose names are underlined in the preceding foot-note.

2/ Some of these countries supply statistical data on their achievements in the field of education. In its reply, Barbados points out, inter alia, that the degree of literacy in the country is from 96 to 98 per cent. The percentage of girls attending primary and secondary schools is almost 50 per cent of the total number of children at school.

In Costa Rica's reply, achievements in rural education are illustrated by the curricula of two types of establishment for the training of rural supervisory staff.

In its reply Denmark touches on a special aspect of the consequences of rural development on the educational system: as agricultural mechanization accelerates the exodus from the countryside, a new need becomes apparent, namely, the need to retrain the agricultural population for work in the industrial sector.

I. RURAL AREAS

1. Definition of the rural area

The definition of the rural area varies from country to country and in some countries it may even vary from one census to another. United Nations demographic statistics show that international standardization in this field would be extremely difficult.

All but a few of the countries which replied give their own definition, based on one or more criteria.

The socio-economic criterion is the most widespread; it is used by 33 countries. 1/ Twelve of these 2/ characterize the rural areas simply by the method of production and the predominance of agricultural workers. The remaining 21 complete the description of the specific economic activities of rural populations (agriculture, animal husbandry, fishing and sometimes crafts) by referring to other factors, mostly demographic, 3/ but also administrative, cultural and geographical.

Some countries 4/ feel that rural areas can be characterized by the demographic criterion alone; others prefer to give a more complex definition. In all, 27 5/ countries refer to the demographic criterion: low concentration of housing, agglomerations of not more than a given number of inhabitants, the figure set as the upper limit varying from country to country (10,000 in Syria, 5,000 in Cameroon, the Sudan, India and Iran, 3,000 in Paraguay, 2,500 in the United States, 2,000 in Argentina, 1,500 in Colombia, 1,000 in Ghana and Venezuela). The reply of France states: "an administrative district is classified as rural when its principal agglomeration has under 2,000 inhabitants or when, although there may be 2,000-5,000 inhabitants living in agglomerations in the district, its population growth is lower than normal". The Niger too uses the rate of population growth as a criterion.

Mauritania, Guatemala, Burma, Ceylon, Cyprus, Jordan, Turkey and Finland define rural areas simply on the basis of administrative criteria; these criteria are also taken into consideration, together with other factors, in Laos, the Sudan and Paraguay.

1/ Burundi, Cameroon, Dahomey, Gabon, Kenya, Madagascar, Mali, Niger, Nigeria, People's Republic of the Congo, Sierra Leone; Mexico, Trinidad and Tobago; Brazil, Colombia; India, Indonesia, Iraq, Japan, Laos, Lebanon, Republic of Korea, Thailand; Belgium, Bulgaria, Czechoslovakia, Greece, Malta, Poland, Spain, Switzerland; USSR, Byelorussian SSR.

2/ Those underlined with a continuous line in foot-note 1.

3/ Those underlined with a dotted line in foot-note 1.

4/ Those underlined in the following foot-note.

5/ Cameroon, Gabon, Ghana, Kenya, Niger, People's Republic of the Congo, Sudan; Canada, Dominican Republic, United States; Argentina, Brazil, Colombia, Paraguay, Venezuela; India, Iran, Lebanon, Syrian Arab Republic; Austria, Czechoslovakia, Federal Republic of Germany, France, Hungary, Poland, Sweden, Switzerland.

Nigeria, the United Republic of Tanzania, Brazil, Paraguay and Thailand also mention the shortage of health, social and cultural facilities as a characteristic of rural areas.

Burundi, Brazil, Indonesia and Iraq point out that traditionalism is a specific characteristic of rural populations.

Liberia regards as rural those areas which have not yet attained the level of modern society; areas where illiteracy is still predominant; areas outside the urban agglomerations. However, Yemen observes that there is no significant difference between rural areas and towns in that country.

Italy explains that administrative districts are classified as urban or rural according to the following characteristics: "(a) working population, (b) level of education of all inhabitants over 14 years of age, (c) population of the main town of the district and (d) infrastructure".

India's description of a rural area is an illustration of a definition that takes several criteria into account:

"Rural areas are those areas where:

"(a) The density of population is under 1,000 per square mile;

"(b) The population of each unit of habitation is not more than 5,000;

"(c) Three quarters of the occupations of the working population are agricultural; and

"(d) There are no newly founded industrial areas, large housing settlements or places of tourist importance which have been recently served with civic amenities."

As to the Falkland Islands, the Gilbert and Ellice Islands and the British Solomon Islands (with the exception of the capital city), they are considered entirely rural areas.

2. Size of rural populations

Although, given the diversity of their situations, the different countries' definitions of a "rural area" are not strictly comparable, it is nevertheless true that, according to the estimates of the United Nations Population Division, 1/ 62.6 per cent of the world's population lived in these ill-defined areas in 1970.

Annex II shows the most recent data - as far as they exist - on the number and size of the rural population in each of the countries that replied to the inquiry. Singapore, which is entirely urbanized according to its reply, is not included in the table.

1/ United Nations Monthly Bulletin of Statistics, November 1971, p. xxxvi.

The table below gives, on the basis of these data, a breakdown of countries according to the size of their rural population. In half these cases the rural population constitutes over 60 per cent of the total population. It will be seen that this breakdown illustrates the situation in the various regions: in Africa and South-East Asia the rural population usually makes up over 80 per cent of the population; in the Middle East, with the exception of Iraq, the rural population constitutes 50 to 80 per cent of the population; in European countries, with the exception of the Federal Republic of Germany and Yugoslavia, the rural population constitutes less than 60 per cent of the population; the two most advanced countries of North America, Canada and the United States, are among the most urbanized nations. As to the other countries of the Americas, both North and South, in this respect they show a very wide range of situations which is not entirely unrelated to the different demographic criteria adopted in each case.

If, in addition, we examine the breakdown of the rural population according to sex in annex II, we see that, as a rule, in the Americas and Europe more men than women stay in the countryside, whereas in Africa and Asia men outnumber women in the towns and the women are frequently left to do the agricultural work.

3. The exodus from the countryside

(a) A consequence of economic development

In a number of countries the exodus from the countryside, which is a universal and irreversible phenomenon, seems to be a natural consequence of economic development.

Thus, in the case of 25 countries 1/ which replied to the inquiry, the migration of people from the countryside to the towns does not seem to constitute an obstacle to rural development. India states that, following the mechanization of agriculture, the need for manpower in rural areas has lessened. For the same reason and because of increased productivity, departure of people from the countryside is considered quite natural in the USSR. In Canada there is a two-way migration: towards the towns, on the one hand, and, on the other, towards the rural areas where there is lumbering, mining and so on. Belgium considers that "this exodus of rural population, by taking away surplus manpower from the countryside, opens the way for more harmonious development and even, in some respects, for industrialization of agriculture".

1/ Burundi; Canada; Paraguay; Burma, Ceylon, Cyprus, India, Iran, Japan, Turkey, Yemen; Austria, Belgium, Bulgaria, Federal Republic of Germany, Greece, Hungary, Malta, Poland, Switzerland; USSR, Byelorussian SSR; St. Helena, Falkland Islands, British Solomon Islands.

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Figure 1. Breakdown of countries according to percentage of rural population

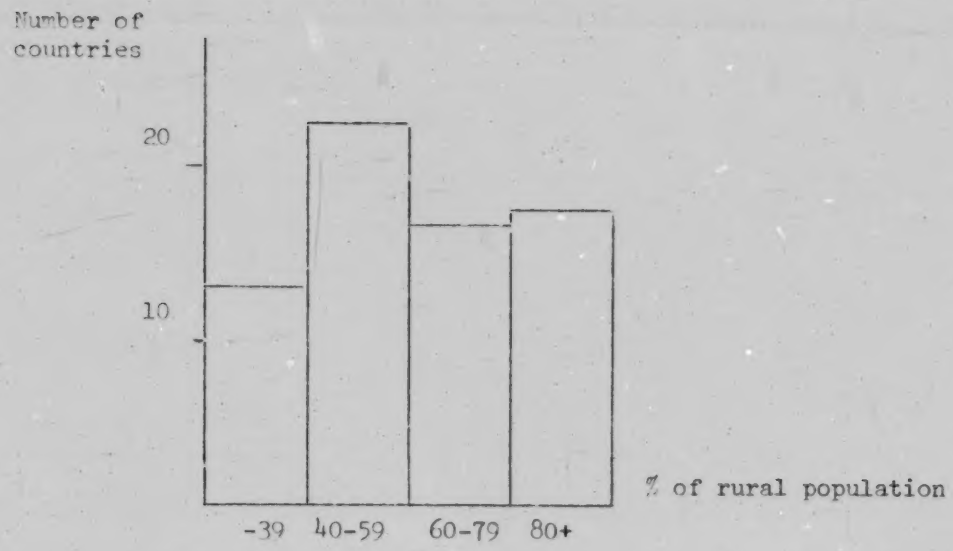

Table 1

Regional breakdown of countries according to percentage of rural population (based on the table in annex II)

Region	Percentage of rural population			
	Under 40	40-59	60-79	80 and over
AFRICA			Algeria Cameroon Gabon Ghana People's Republic of the Congo	Burundi Dahomey Kenya Madagascar Mali Mauritania Nigeria Sudan United Republic of Tanzania

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Table 1 (continued)

Region	Percentage of rural population			
	Under 40	40-59	60-79	80 and over
NORTH AMERICA	Canada United States	Cuba Mexico	Costa Rica Dominican Republic Guatemala	Barbados Trinidad and Tobago
SOUTH AMERICA	Argentina Venezuela	Brazil Colombia	Paraguay	
ASIA	Japan	Iran Iraq Jordan	Cyprus Kuwait Republic of Korea Syrian Arab Republic Turkey	Ceylon India Indonesia Laos Thailand
EUROPE	Belgium France Malta Netherlands Sweden United Kingdom (England and Wales) United Kingdom (Scotland)	Austria Bulgaria Czechoslovakia Denmark Finland Greece Hungary Italy Norway Poland Spain Switzerland United Kingdom (Northern Ireland)	Federal Republic of Germany Yugoslavia	
USSR		USSR Byelorussian SSR		
OCEANIA				British Solomon Islands

(b) Impact on rural development

Thirty-seven of the replies 1/ mention the exodus of the rural population towards the towns as a serious obstacle to rural development.

The countries that mention the impact of the exodus from the countryside on their development note, on the one hand, its selective nature - it is generally the best elements of the rural population who migrate - and, on the other, the resulting labour shortage.

Selective exodus

"It is generally the most dynamic people who leave the rural areas" (Cameroon); "the countryside is being stripped of able-bodied people" (Dahomey); "the strong and fairly educated form the bulk of migrants" (Sierra Leone); "the young, particularly the better-educated, leave for the towns" (Indonesia); "the skilled" (Thailand); "the young, including the most enterprising and capable" (France).

In all, 22 replies 2/ refer to that aspect of the exodus from the countryside.

This exodus sometimes results in demographic imbalances in the affected areas: "unequal distribution of the population by age and sex" in the People's Republic of the Congo; "masculine celibacy" in France owing to the departure of the women; changes in the distribution of the population by age in Czechoslovakia.

Thus the rural areas are deprived of people "who could help promote development" (Cameroon). Mali emphasizes that the exodus takes away "able-bodied workers and this acts as a brake on economic growth and agricultural development". The Sudan emphasizes an important aspect of selective depopulation, "lack of community leadership due to the drain of educated people who seek better wages in towns". Guatemala points out that those who leave "in search of better prospects" and manage to obtain a position are lost for rural development, since they lose the very qualities which could be used for that development. It is the ones with the most initiative who leave (United States).

Those who remain, generally the less educated (United States, Republic of Korea), often the illiterate (Sudan), generally the oldest, have greater difficulty in assuming responsibility for the changes which are essential if rural areas are

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1/ Cameroon, Dahomey, Gabon, Ghana, Ivory Coast, Kenya, Liberia, Madagascar, Mali, Mauritania, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, United Republic of Tanzania; Dominican Republic, Guatemala, Mexico, Trinidad and Tobago; Argentina, Brazil, Colombia, Venezuela; Indonesia, Iraq, Jordan, Lebanon, Republic of Korea, Syrian Arab Republic, Thailand; Czechoslovakia, Finland, France, Italy, Spain; Gilbert and Ellice Islands.

2/ Cameroon, Dahomey, Gabon, Mali, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan; Mexico, Trinidad and Tobago, United States; Argentina, Venezuela; Indonesia, Jordan, Republic of Korea, Thailand, Turkey; Finland, France, Italy, Spain.

to evolve rapidly, since their ancestral habits have a greater hold on them. They "care little about progress" (Dahomey) and they "do not care how uneconomically their farms are being run" (Kenya). Brazil points to another characteristic problem for certain categories of people who remain in the countryside: "the marginal state of those whose education is unsuited to their environment ... and of those who return frustrated, having been unable to find employment in the towns".

Labour shortage

The labour shortage resulting from the exodus from the countryside often leads to a drop in productivity; this is mentioned by 28 countries. 1/

Ghana observes that the exodus hinders the implementation of rural development projects. The Sudan remarks that the drop in productivity in rural areas is due to the migration of skilled workers. Mauritania holds the depopulation of the countryside responsible for "the dislocation of economic plans" and Liberia attributes the food shortage to "the exodus and the refusal to work and improve the soil".

Finland states that the productive part of the population moves out, resulting in inadequate exploitation of natural resources, unfavourable economic development accompanied by increasing expenditure on social welfare.

Nigeria too mentions the many consequences of the exodus from the countryside: "Commerce decreases, land is left fallow, homes deserted and left in ruins. Attention is paid to places of denser population by both Government and private enterprises."

Lebanon refers to another aspect of the economic imbalance: "the exodus from the countryside empties the rural areas, and the secondary and especially the tertiary sectors in the towns gain by it. The Syrian Arab Republic points out a complementary aspect of the movement of rural labour, namely, the "flow of capital and skills towards the towns".

Guatemala describes two kinds of internal migration taking place in that country: "the major exodus" (from the high plateaux towards the coast) of temporary workers who come and go periodically and the "minor exodus" (from the countryside to the towns) of persons who settle in the towns; it is noted that, in addition to the problems the exodus causes for the people who remain in the countryside, "the large groups of temporary workers are deprived of public services owing to their constant coming and going".

1/ Cameroon, Dahomey, Ghana, Ivory Coast, Kenya, Liberia, Madagascar, Mali, Mauritania, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, United Republic of Tanzania; Dominican Republic, Mexico, Trinidad and Tobago, United States; Argentina, Colombia; Iraq, Republic of Korea, Syrian Arab Republic, Thailand; Czechoslovakia, Finland, Spain; Gilbert and Ellice Islands.

Other unfortunate consequences of the exodus from the countryside are presented in some replies: France mentions "the transformation of certain rural areas into 'dormitories' of industrial agglomerations".

Jordan deplores the fact that "people sent on scholarships refuse to return to serve in their villages although the terms of their scholarship contract specify that clearly".

On the whole, the countries most affected by the exodus from the countryside mention their anxiety at this phenomenon so fraught with consequences. In that connexion the Ivory Coast's reply is significant: "The exodus is of disturbing proportions: from 1960 to 1965, 17,000 persons migrated yearly from the countryside to the towns; from 1965 to 1970 the figure rose to 30,000 and in 1975 it will top 50,000. At this rate the 'rural districts' will soon be empty and implementation of certain rural development operations may encounter serious difficulties."

(c) Behaviour of women

Extent of the exodus of women from the countryside

For the great majority of countries 1/ the exodus from the countryside does not affect women more particularly than men, although women are just as much involved as men.

In Madagascar, the United Republic of Tanzania, the Dominican Republic, Trinidad and Tobago, the United States, France and Hungary more women than men leave the countryside.

In Czechoslovakia the situation is more complex, for there, in regions close to the major centres of heavy industry, the number of men leaving the land is higher than the number of women whereas in regions far from industrial centres the opposite is true. These migratory movements are therefore caused by different forces: for men the force involved is the attraction of the industrial centres, whereas for women it is the desire to flee the countryside.

1/ Burundi, Cameroon, Gabon, Ghana, Ivory Coast, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Sierra Leone, Sudan; Canada, Guatemala, Mexico; Brazil; Burma, Ceylon, Cyprus, India, Indonesia, Iran, Iraq, Japan, Jordan, Laos, Lebanon, Republic of Korea, Syrian Arab Republic, Thailand, Turkey, Yemen; Austria, Belgium, Bulgaria, Federal Republic of Germany, Finland, Greece, Italy, Malta, Poland, Spain, Switzerland; USSR, Byelorussian SSR; Falkland Islands, Gilbert and Ellice Islands, British Solomon Islands.

Reasons for the exodus of women from the countryside

There are many reasons why girls and women leave rural areas for the towns; the most common being their low income or the lack of employment opportunities which encourages them to leave in search of work. 1/

Industrial posts attract rural women in Bulgaria, Czechoslovakia and the USSR. The quest for non-agricultural employment is the reason underlying the trend in Austria and Hungary. Teaching and public health posts lead Jordanian women to leave the countryside. Among the reasons for the exodus of women from the countryside in the Federal Republic of Germany and Switzerland are the attractions of regular working hours in the towns and week-end rest days.

The United States reply refers to the exodus from the countryside as a result of labour market developments (decline in employment opportunities in agriculture and light industry, merging of farms into larger units and simultaneous increase in employment opportunities in the towns).

Rural girls and women in Guatemala go to the towns to seek employment suited to their qualifications: domestic work for the illiterate, commerce and industry for those who know how to read and write (52 per cent of industrial workers in the capital are migrants, according to an official survey), government services for those who manage to complete their training.

A special feature of the migration in Mali is the seasonal exodus which occurs after the harvest and lasts for only a few months. The reasons given are "low family income" and the need to earn enough "to buy better clothes and to pay the family's taxes".

In several countries, the discomforts of the rural areas or the attraction of urban comforts influences women in their decision to migrate. 2/ Spain's reply refers to the lack of telephones, water and drainage in many cases. The Syrian Arab Republic mentions the absence of essential living conditions: water, electricity, social services.

1/ Forty-six countries gave these reasons in their replies: Burundi, Cameroon, Dahomey, Gabon, Ghana, Ivory Coast, Kenya, Liberia, Mali; Mauritania, Niger, Nigeria, Sierra Leone, Sudan, United Republic of Tanzania; Canada, Guatemala, Mexico, Trinidad and Tobago, United States; Argentina, Brazil, Colombia, Venezuela; Cyprus, India, Indonesia, Iran, Japan, Jordan, Lebanon, Republic of Korea, Syrian Arab Republic, Thailand, Turkey; Austria, Czechoslovakia, Federal Republic of Germany, Finland, France ("low and uncertain income"), Greece, Hungary, Italy, Spain; USSR; Gilbert and Ellice Islands.

2/ This applies to the countries that are underlined in the preceding foot-note and to Madagascar, the People's Republic of the Congo, and Poland.

It is not only the living conditions that are at fault in the countryside; working conditions are equally bad (according to Madagascar's reply, modern equipment is lacking) and this is another reason why girls and women leave in search of more agreeable employment. 1/

A strong motive for rural girls to leave for the towns is the desire to obtain an education: to study or become an apprentice, thereby improving their chances of advancement. Since rural areas are generally underprivileged with regard to schooling, girls wishing to improve their standards frequently have no alternative but to emigrate. 2/ Austria states that girls wish to attain a higher level of education that will enable them to have access to non-agricultural employment. In the Ivory Coast, 43.3 per cent of migrants want to learn a trade and 25.4 per cent want to study. Switzerland cites "the opportunity to improve one's skills and make progress, which is open to all persons with a modicum of ambition and character" among the major reasons for the exodus of women.

The lack of adequate social and cultural infrastructure and the restricted leisure activities available in the countryside are additional reasons for girls to leave for urban areas. 3/

The exodus of women from the countryside is often closely connected with that of men. Women migrate to the towns to get married (Cameroon, Dahomey, Ghana, Mauritania, People's Republic of the Congo; Canada, Trinidad and Tobago; India, Iran, Japan; Austria, Czechoslovakia, Spain; USSR) or to follow their husbands (Liberia, Mauritania, United Republic of Tanzania, Guatemala, Venezuela; India, Iran, Iraq, Jordan, Turkey, Yemen; Greece, Gilbert and Ellice Islands) and sometimes to escape them (Nigeria cites broken marriages as one of the reasons for their leaving), and are consequently involved in the migratory movement of men.

Some replies give an inkling of the desire for happiness which prompts rural women to emigrate to the towns: "the search for a better future" (Sierra Leone), the hope to "live better" in the towns (Lebanon), "the desire of the villagers for a better life and the hope that it can be achieved in the towns" (Turkey), "a taste for adventure" (Niger), "the need to escape" (Brazil), "a simple curiosity" (Venezuela).

1/ Gabon, Liberia, Madagascar, People's Republic of the Congo; Colombia; Japan, Republic of Korea; Federal Republic of Germany, France, Italy, Malta, Poland, Spain.

2/ Cameroon, Dahomey, Ghana, Ivory Coast, Kenya, Nigeria, Sierra Leone; Canada, Guatemala, Mexico, Trinidad and Tobago, United States; Argentina, Colombia, Venezuela; Cyprus, India, Indonesia, Iran, Iraq, Jordan, Thailand; Czechoslovakia, Greece, Switzerland; USSR, Byelorussian SSR.

3/ Cameroon, Ghana, Madagascar, Sierra Leone; Dominican Republic; Argentina; Indonesia, Syrian Arab Republic; France, Italy, Poland, Spain; Falklard Islands.

Sometimes departure confirms a break with the traditional rural environment and is a mark of the desire of young people for independence and freedom from parental authority. 1/ The reply of the People's Republic of the Congo indicates the importance of this aspect of the exodus of women from the countryside among the motives peculiar to girls:

"(a) Work in fields and market gardens which tends to make girls age more quickly.

(b) Bride-price is often high, reducing their chances of marrying young men of their own generation.

(c) Escape from taboo customs.

(d) Conflicts with the traditional environment, sorcery.

(e) Attraction of the town".

The reply from Gabon gives a complete list of the reasons why girls leave the countryside:

"(a) Living conditions are more agreeable in the towns than in the villages.

(b) Work is not so hard and is better paid (administration/commerce).

(c) Escape from the restraint of the family and tribal group (emancipation).

(It should be noted that married women are less likely to migrate to the towns than unmarried girls and young women.)" 2/

The main reasons for the exodus are:

"The lack of intellectual and vocational training suited to the social and economic environment; the vacuum brought about by the exodus of young men of their own age ...".

1/ Gabon, Liberia, Nigeria, People's Republic of the Congo; Brazil; Indonesia; France, Italy.

2/ This observation also appears in the reply from Cameroon.

(d) Evolution of the phenomenon

Almost all the replies 1/ state that an increase in the exodus from the countryside has been observed in recent years. Cyprus says that the increase has been slight and the exodus has been "confined to the poorest villages, especially those on the hills".

Fourteen of these countries 2/ support this statement with references to surveys or censuses; some even give figures. For example, the population of the capital of the Dominican Republic, which was less than 400,000 in 1954, had almost doubled by 1971. The rural population of Colombia has diminished during the past 20 years by a good third (1951 = 60 per cent; 1971 = 40 per cent); in Turkey it decreased from 71.2 per cent in 1955 to 65.3 per cent in 1965; in France, from 44 per cent in 1954 to 34.6 per cent in 1968; in Greece, from 68 per cent in 1940 to 58.4 per cent in 1961. Over 500,000 persons have left rural areas in Czechoslovakia during the past 10 years.

The United States makes a distinction within rural areas between agricultural regions and non-agricultural regions. Population movements are in one direction only, but of two kinds: from agricultural regions to non-agricultural rural regions or towns and from non-agricultural rural regions to the towns. The number of persons who moved between 1965 and 1969 is estimated at 1 million per year.

Some countries 3/ merely refer to the simultaneous increase of the urban population and decline of the rural population.

Seven replies (Gabon, Liberia, Sudan, India, Japan, Republic of Korea, Malta) refer to industrialization as a factor which accelerates the increase in the exodus from the countryside.

Five other countries (Burundi, Kenya, Nigeria, People's Republic of the Congo, Sierra Leone) consider that the improvement in school enrolment, particularly for girls, has caused the movement away from rural areas.

Canada and the Federal Republic of Germany refer to regional differences which made it impossible to give an exact reply concerning the possible increase in the exodus from the countryside.

1/ Burundi, Cameroon, Gabon, Ghana, Ivory Coast, Kenya, Liberia, Madagascar, Mauritania, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, United Republic of Tanzania; Dominican Republic, Guatemala, Mexico, Trinidad and Tobago, United States; Argentina, Brazil, Colombia, Venezuela; Ceylon, Cyprus, India, Indonesia, Iran, Japan, Lebanon, Republic of Korea, Syrian Arab Republic, Thailand, Turkey, Yemen; Austria, Czechoslovakia, Finland, France, Greece, Italy, Spain; Gilbert and Ellice Islands, British Solomon Islands.

2/ Underlined with a continuous line in the preceding foot-note.

3/ Underlined with a dotted line in foot-note 1 above.

Only eight countries (Mali, Burma, Iraq, Belgium, Bulgaria, Hungary, Switzerland, Falkland Islands) state that they have not observed an increase in the phenomenon. Iraq's reply states that this is due to the measures adopted by the Government. Belgium's reply indicates that the modernization of the countryside "has the effect of retaining more and more young married couples in places which are easy of access".

Figure 2 1/ shows the annual growth rates of the urban and rural population in the countries which replied to the inquiry. The growth rates reflect the increase resulting from the birth rate as well as that resulting from migration. Obviously the latter is responsible for the differences between urban and rural areas.

Regional profiles are apparent in figure 2: the differences between urban and rural populations are more marked in Africa, Asia and Europe but less evident in the Americas, where there is also the greatest variety of situations.

Growth rates in Europe show remarkable unity: those of urban populations are moderate and very similar (except in Bulgaria and Yugoslavia), while rural populations are on the decline even in absolute values (with the exception of Norway), since rates are negative. There are also negative growth rates among rural populations in the two most developed countries of North America, Canada and the United States, as well as in Japan, Argentina, Cyprus and Trinidad and Tobago.

It is evident from the replies received that rural populations - which are in the majority in most countries - are faced with a complexity of problems throughout the world. Changes in economic structures, harsh living conditions in the countryside and the lack of adequate schools and social and cultural facilities, all combine either to persuade women to follow men in a movement which most countries consider an obstacle to rural development or keep them in a situation which, although accepted, is not necessarily acceptable.

What is the role of education in this context?

1/ Prepared on the basis of data contained in the United Nations Monthly Bulletin of Statistics (November 1971) and of estimates and projections by the United Nations Population Division. Since these estimates and projections are kept under constant revision, the data cannot always be in agreement with those contained in other United Nations publications.

Urban and rural populations are generally determined according to the definitions adopted by the different countries in their last censuses; the few exceptions are noted in the Bulletin.

Figure 2 does not include Kuwait and Malta, whose annual growth rates diverge substantially from those of other countries: 9.5 and 8.0 for the rural and urban populations of Kuwait; -0.3 and -4.8 for those of Malta.

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Figure 2

Annual growth rates of the urban and rural population for the period 1970-1975

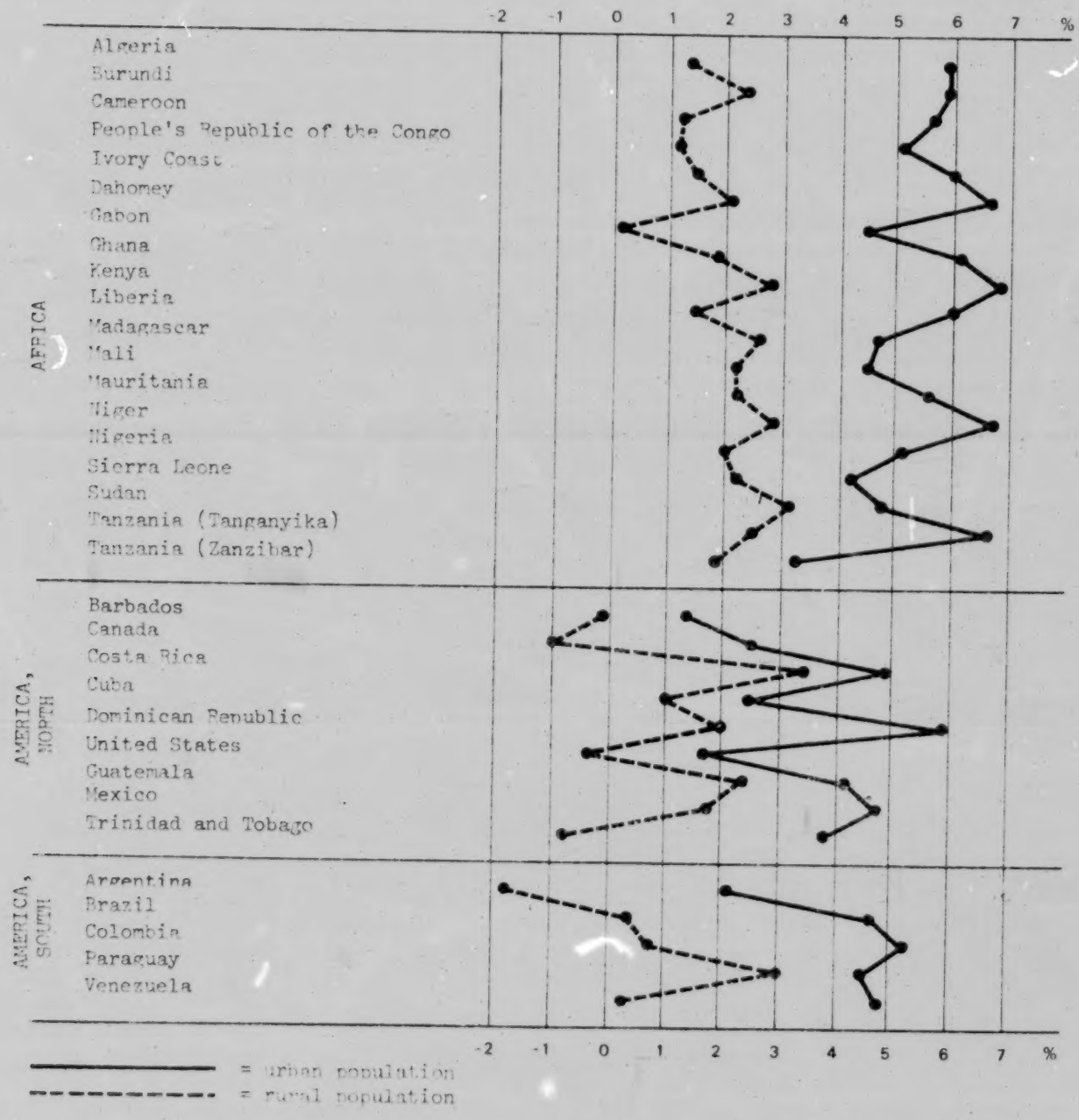

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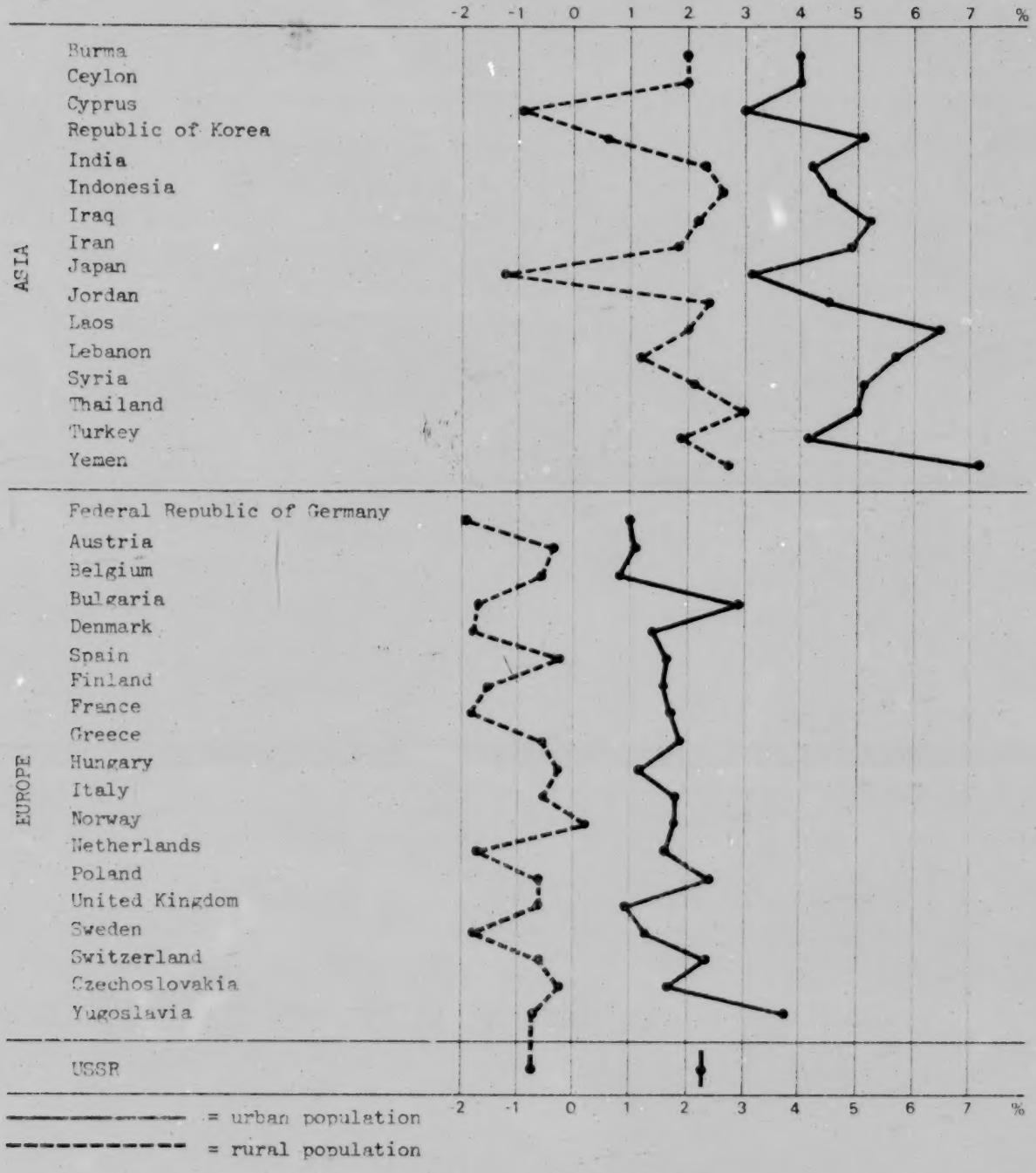
Figure 2 (continued)

Annual growth rates of the urban and rural population for the period 1970-1975



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II. EDUCATION OF GIRLS AND WOMEN IN RURAL AREAS

Education was for long regarded as the only means of overcoming difficulties and creating conditions which would make it possible to rationalize the disparities between rural and urban areas within the framework of over-all economic and social development. The mediocre results obtained from various educational formulae applied in rural areas has provoked thought about the matter and led to new experiments.

1. Adaptation of the educational system to rural life

Under present circumstances, it is necessary to establish whether education is tackling the special problems of rural areas and to what extent it is meeting the needs of the people tied to the land.

(a) General educational curricula and introduction to rural activities

Thirty-five 1/ of the countries which replied to the questionnaire stated that their general educational curricula included an introduction to rural activities, whereas 20 others 2/ did not. There was no information from the other 11 countries.

The subject-matter included in the introduction was fairly varied: most frequently 3/ it consisted of aspects of agricultural education, sometimes supplemented by practical work in gardening or animal husbandry in the school grounds.

Homecraft or home economics form part of the general education in 13 countries. 4/

1/ Burundi, Ghana, Kenya, Liberia, Madagascar, Mali, Mauritania, Niger, Nigeria, Sierra Leone, United Republic of Tanzania; Guatemala, Mexico, Trinidad and Tobago, United States; Paraguay; Burma, Ceylon, Cyprus, India, Iran, Japan, Laos, Republic of Korea, Thailand, Turkey; Finland, France, Poland, Switzerland; USSR, Byelorussian SSR; St. Helena, Gilbert and Ellice Islands, British Solomon Islands.

2/ Cameroon, Ivory Coast, People's Republic of the Congo; Argentina, Venezuela; Indonesia, Iraq, Lebanon, Syrian Arab Republic, Yemen; Austria, Belgium, Czechoslovakia, Federal Republic of Germany, Greece, Hungary, Italy, Malta, Spain, Sweden.

3/ Burundi, Ghana, Madagascar, Mauritania, Niger, Nigeria, Sierra Leone, United Republic of Tanzania; Guatemala, Mexico, United States; Colombia, Paraguay; Ceylon, Cyprus, India, Iran, Japan, Laos, Thailand, Turkey; Finland, Poland; USSR, Byelorussian SSR; St. Helena, Gilbert and Ellice Islands, British Solomon Islands.

4/ Burundi, Liberia, Mauritania, Sierra Leone; Guatemala, Trinidad and Tobago, United States; Paraguay; Ceylon, Iran, Thailand; Poland, Switzerland.

There is an introduction to the study of rural economy in the curricula of the United States (where rural management is also taught), Trinidad and Tobago, India and the Falkland Islands. This subject-matter is included in the curricula of teachers' colleges for rural areas in Ghana. Forestry economics is optional in Finland.

An introduction to handicraft techniques and sewing is included in the general education in Ghana, Liberia, the Sudan, Trinidad and Tobago and Ceylon.

Health education and concepts of nutrition are taught in Burundi, the United States, Guatemala, Trinidad and Tobago, Iran and Laos.

Recently, the general education curricula in Kenya have included an introduction to rural activities; the formula is at the experimental stage. Belgium's reply indicates that "the updated curricula now include options" on topics providing an introduction to rural life.

In the USSR and the Byelorussian SSR, the practical manual work included in polytechnic curricula provides a variety of options which make it possible to adapt the content of this work to an introduction to rural life.

In Poland, subjects such as plant cultivation, animal husbandry and home economics are dealt with from primary school onwards in courses of practical vocational training.

The teaching of biology, genetics and rural crafts constitutes an introduction to rural life in Mexican schools. In Japan, notions of agriculture and rural life form part of the subject-matter of the "social studies" included in the first-cycle courses taken by secondary-school students.

Political education in the United Republic of Tanzania is thought to introduce young people to rural activities. Social sciences are taught for this purpose in Thailand. Out-of-school activities are devoted to this end in Burma.

Some replies (Colombia, the Republic of Korea, France) indicate that general education in rural areas often makes use of examples from the area in question and that it is the teacher's responsibility to adapt it as and when necessary. Turkey's reply states that agricultural education is not as important in urban schools as in rural schools, where it is provided with a practical bias within the framework of the science and social science curricula.

(b) Curricula specifically intended to introduce girls to rural activities

The replies received to this question were extremely heterogeneous and hardly permitted of comparison. Countries either referred to curricula in terms of general education - and often replied that there were none specifically intended for girls (particularly the Republic of Korea, the Federal Republic of Germany, Italy, the Falkland Islands and the British Solomon Islands) - or to

out-of-school activities (India, Iran, Greece), vocational training for women (Mali, People's Republic of the Congo) or strictly to agricultural training (France, 1/ Laos, 2/ Poland 3/).

Thirteen countries 4/ mentioned home economics and housecraft programmes.

Eleven other countries 5/ referred to various agricultural education programmes which would introduce girls to rural activities. Thailand mentions visits to the fields to complete the pupils' rural training. In Japan, agricultural housecraft is included in the curricula of advanced secondary schools (women's rural option).

Handicrafts and various trades are taught to girls in Liberia, Kenya, Nigeria, Guatemala, Mexico, Trinidad and Tobago, Colombia, Ceylon and the Gilbert and Ellice Islands. Sewing is part of the curricula in Burundi, Ghana, Liberia, the Sudan and the United Republic of Tanzania.

In Bulgaria, rural economics and economic geography of the country introduce girls to rural activities.

1/ Short courses: Three years - Agricultural Apprenticeship Certificate General girls option

Four years - Vocational Training Certificate (home economics and rural economy)
Option: agricultural and para-agricultural agencies
Option: agricultural enterprises and rural environment

Long course: Five years - Agricultural Technician Certificate (home and rural economics)
Option: practical agricultural techniques and home economics
Option: rural communities

Short higher course: Higher Agricultural Technician Certificate in agricultural economy and agricultural techniques for women (training for women agricultural and home economics advisers).

2/ Curricula for training women rural leaders in the home economics school at Vientiane.

3/ In agricultural training schools - based on the primary school curricula of eight grades - subjects are taught specifically in order to introduce girls to rural domestic work: practical and technical work, home economics, cooking and sewing, maternal and child health.

4/ Burundi, Cameroon, Ghana, Liberia, Mauritania, Sudan; Guatemala, Trinidad and Tobago; Colombia; Thailand, Turkey; Federal Republic of Germany; Gilbert and Ellice Islands.

5/ Burundi, Cameroon, Kenya, Mauritania, United Republic of Tanzania; Guatemala, Mexico, Burma, Cyprus; Byelorussian SSR; Gilbert and Ellice Islands.

/...

The reply of the Byelorussian SSR states that programmes of practical manual work adapted to the urban or rural milieu include special training for girls in agricultural work, rural services and other subjects.

The reply of the Federal Republic of Germany told of the experience gained with an egalitarian concept of school curricula: "No such programmes (specifically intended as an introduction to rural activities for girls) exist or are envisaged. In schools providing general education, boys and girls either already receive housecraft lessons or such lessons are envisaged."

(c) Differences in the educational system between rural and urban areas

Does the educational system in rural areas differ from that in urban areas and, if so, what are the differences?

Most countries 1/ considered that no basic difference was noticeable between the educational systems in rural and urban schools. The People's Republic of the Congo found this fact regrettable: "The educational system in rural areas is not different from that in urban areas. This is one of the reasons why our educational system is inappropriate. Rural children receive a general education similar to that given to town children. Attempts have nevertheless been made to adapt education to rural life, but without much success; a new approach is now being formulated."

Some replies 2/ mentioned certain special features and inadequacies which characterized rural schools, without, however, concluding that they reflected a difference in system.

Thirteen countries 3/ stated that the system in rural areas differed from that in urban areas, and gave some information in that connexion.

In the first place, structural differences were mentioned. According to the replies, the one-teacher school is characteristic of the rural areas of Cameroon, Guatemala (where most primary schools in rural areas have only one teacher to take care of two, three, or even six classes), Turkey (where the "unified" class system used in rural areas would appear to result from the lack of teachers), the Federal Republic of Germany and Italy (where the "multiclass" school with a single teacher teaching three or five elementary classes at the same time is frequent). In

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1/ Burundi, Ghana, Ivory Coast, Madagascar, Mali, Mauritania, Nigeria, People's Republic of the Congo, Sierra Leone, United Republic of Tanzania; Trinidad and Tobago; Argentina, Brazil, Paraguay; Burma, Ceylon, Cyprus, Indonesia, Japan, Lebanon, Republic of Korea, Syrian Arab Republic, Yemen; Austria, Czechoslovakia, Finland, France, Greece, Hungary, Malta, Spain; St. Helena, British Solomon Islands.

2/ Cameroon, Kenya, Liberia; Canada; Venezuela; India, Jordan; Belgium, Poland, Sweden; USSR, Byelorussian SSR.

3/ Niger; Guatemala, Mexico, United States; Colombia; Iran, Iraq, Laos, Thailand, Turkey; Federal Republic of Germany, Italy, Switzerland.

/...

Sweden, sparsely populated areas have schools designated as "type B", which have one teacher for two or more classes. Schools with only a few pupils and a small number of teachers are reported in certain rural areas of the USSR.

In Poland, "agricultural education is specific in rural areas. It is so timed as to enable students to take part in productive work, especially during the periods when agricultural work is done."

Some countries' replies to the questionnaire give precise information on the educational system. For example, in rural areas the incomplete schools of Laos and Colombia (approximately 17,000 in the latter), the low density of the school network and lack of schools for backward children in the Federal Republic of Germany, the scarcity of secondary and vocational schools in Switzerland, the complete lack of secondary establishments in Laos - which did report the existence of rural community education centres - were indicative of a basic structural difference or at least of changes in the educational system on contact with the rural environment.

What is the content of the curricula offered?

Some countries note differences in the curricula between urban and rural schools which, in most cases, 1/ reflected the necessary adaptation to the different surroundings.

Switzerland states that rural curricula are adapted for teachers who were less specialized than those in the towns. In the Bylorussian SSR, the only curricula adapted to meet specific environmental conditions are those which involve practical manual work.

The United States reply emphasizes the effects of the differences in curricula content between urban and rural schools as far as individuals are concerned:

> "The curricula offered in the rural schools, particularly the small schools, are more limited in scope ... Urban schools offer students a wider range of subjects ... Programmes in rural schools frequently are not designed to serve the needs of students in rural areas and to prepare them for employment in urban areas.
>
> "The scope of the rural high school educational programme consists of pre-employment training predominantly in vocational agriculture and home economics, although it has been shown that only one out of 10 youths go into agricultural related occupations."

There is therefore a need to change the curricula to achieve a balance between general education and vocational training.

1/ Niger; Mexico; Colombia; Thailand; Turkey.

Fifteen countries 1/ consider the quality of education in rural schools inferior to that in urban schools. Most of these countries 2/ mention the inadequate qualifications of the teachers appointed to rural schools. The Laotian reply states: "inadequate quality of the teaching staff in village schools which absorb the majority of less qualified teachers".

Iraq, Thailand and the Federal Republic of Germany also mention the scarcity of teachers in their rural areas.

Nineteen replies 3/ mention inadequate material facilities in rural schools: shortage and bad quality of premises (Cameroon, Kenya, Niger, Colombia, Iraq), inadequate buildings and equipment (Mexico), insufficient educational facilities and materials (Liberia), lack of sanitation, water and light (Colombia, difficulty in securing textbooks (Cameroon, Thailand), inadequate furniture (Colombia), laboratories, libraries and equipment generally which left much to be desired in most of these countries.

Canada notes a positive trend in this field: "In principle, there is no difference. In practice, the quality of instruction and standard of facilities need to be better in urban areas. The differences have been largely eliminated over the last 20 years."

The Federal Republic of Germany also refers to efforts to improve the standard of education in rural areas.

2. Access of rural girls and women to education

From a number of replies it would appear that rural areas are both quantitatively and qualitatively underprivileged in the field of education. What remains to be ascertained is the extent to which the female population manages to benefit from the opportunities offered by the school system or out-of-school education in the rural context as it is now defined.

(a) Illiteracy in rural areas

Irrespective of the over-all educational level of each country, literacy and school attendance rates are still lower in rural than in urban areas.

1/ Cameroon, Kenya; Canada, Guatemala, Mexico, United States; Colombia; India, Iraq, Laos, Thailand, Turkey; Federal Republic of Germany, Switzerland; USSR.

2/ The countries underlined in the preceding foot-note.

3/ Cameroon, Kenya, Liberia, Niger; Canada, Guatemala, Mexico, United States; Colombia, Venezuela; India, Iraq, Jordan, Thailand, Turkey; Federal Republic of Germany, Italy, Switzerland; USSR.

Data on the illiteracy rate by sex in urban and rural areas were obtained only for 15 countries, and the relevant percentages were established for only 10 of them (annex III). Sources are varied and the census year ranges from 1953 for Ceylon to 1970 for Venezuela.

The differences in the over-all percentage of illiterates between urban and rural areas are very marked: in India (1961) and Greece (1961) rural illiteracy is proportionally twice that of urban illiteracy; the gap is even greater in Guatemala (1964) Mexico (1960) and Bulgaria (1965) and above all in Costa Rica (1963) and Venezuela (1970), where the percentage of illiteracy in rural areas is three times higher than in urban areas; in the United States (1959), Japan (1960) and Hungary (1960), the differences between urban and rural areas is great but the illiteracy rate is low; in Cyprus (1960), on the other hand, the differences between urban and rural areas are less marked but the illiteracy rate is fairly high.

In all cases, with the exception of the United States, the female illiteracy rate is higher than the male and attains striking levels in rural areas: one woman out of five is illiterate in rural areas in Costa Rica and Bulgaria; two out of five are illiterate in Cyprus, Greece and Venezuela; more than half of the women in rural areas in Mexico are illiterate; there are four illiterate women for each literate one in the rural areas of Guatemala; the ratio is nine to one in the case of India. The number of illiterate women in the rural areas of Iran (1963) is 4.5 million, another characteristic figure.

Illiteracy among rural women in particular is quite evident to educators in many cases. Thirty-eight 1/ of the countries which replied to the questionnaire in fact consider that the number of illiterate women is much higher in rural areas than in urban areas.

The other 28 countries are divided as follows: nine 2/ did not reply directly to this question; the Federal Republic of Germany and France consider that the problem does not concern them. Canada, the United States, Belgium, Sweden, the USSR, the Byelorussian SSR and the Gilbert and Ellice Islands, state that their illiteracy rates are negligible; Austria, Bulgaria, Japan and Switzerland state that they do not have any illiteracy; Liberia, Yemen, Finland, Hungary, St. Helena and the Falkland Islands consider that female illiteracy is no greater in rural areas.

1/ Burundi, Cameroon, Ghana, Ivory Coast, Kenya, Madagascar, Mali, Mauritania, Niger, Nigeria, Sierra Leone, Sudan, United Republic of Tanzania; Dominican Republic, Guatemala, Mexico, Trinidad and Tobago; Argentina, Colombia, Venezuela; Burma, Ceylon, Cyprus, India, Indonesia, Iran, Iraq, Jordan, Laos, Republic of Korea, Syrian Arab Republic, Turkey; Czechoslovakia, Greece, Italy, Malta, Poland, Spain.

2/ Algeria, Dahomey, Gabon, People's Republic of the Congo; Brazil, Paraguay; Lebanon, Thailand, British Solomon Islands.

A recent UNESCO study 1/ gives information on the extent of illiteracy among women in 78 countries. It states: "The usual causes of illiteracy are aggravated in women because of their position in society. In the countries where it is prevalent, it is, with rare exceptions, considerably more widespread among women than among men, and through a feedback effect further widens the gap between the two sexes ... . In all geographical regions, the percentage of illiteracy is higher among women than among men, irrespective of the level of literacy which has been achieved ... . Thus, while the percentage of illiteracy among the whole of the population is the principal index of the level of education in a country, the relationship between the figures for each sex becomes an index of the equality of opportunities offered to men and women."

(b) Opportunities provided by the school system

Since the opportunities provided by the school system in rural areas are generally more limited than in towns, it would be helpful to know to what extent women have achieved equal access to the different levels of education in such areas.

A survey made by the UNESCO secretariat in 1963 revealed that the number of countries where women are at a disadvantage as far as access to education in rural areas is concerned increases steadily in proportion to the level of education in question, from primary to higher: "In conclusion, it is a serious initial handicap in many countries to live in a rural area so far as access to the different types of education is concerned, but a rural girl has even fewer chances of receiving the education obtained by boys from rural areas or girls from urban areas". 2/

This is not, however, true in all countries, since the Czechoslovak reply states: "The number of secondary schools is relatively higher in rural areas than in great industrial agglomerations and big towns. The proportion of girls attending secondary school in the rural areas is relatively higher than that of boys. The establishment of new universities and autonomous faculties in the chief towns of agricultural areas has increased the interest of young girls and women in higher education".

A somewhat similar situation has been found to exist in Hungary, where the data provided by that country (for 1970) show that the percentage of girls in the total primary and secondary school enrolment is 50.1 per cent in urban areas and 49.6 per cent in rural areas.

1/ Equality of access of women to literacy. Comparative study. (UNESCO, ED/MD/14, 31-8-1970).

2/ Access of girls and women to education in rural areas. Comparative study. UNESCO, Educational Studies and Documents No. 51, Paris, 1964, p. 24.

Table 2, which shows the percentage of girls in primary education in certain countries both in urban and in rural areas, has been prepared on the basis of more recent information.

Table 2

Number of girls, expressed as percentage of total primary school enrolment in urban areas and rural areas 1/

Country	Year	Urban areas	Rural areas
Algeria	1965	42.9	30.3
Cuba	1965	49.6	47.8
Dominican Republic	1965	52.1	47.9
Guatemala	1969	46.0	41.7
Colombia	1968	51.3	48.0
Paraguay	1968	48.1	45.6
Laos	1969	44.5	34.3

1/ On the basis of documentation provided in response to the questionnaire in the case of Laos and by the UNESCO Statistical Office for other countries.

It will be noted that in all cases the participation of women is more limited in rural areas than in towns.

According to the reply from Jordan, in 1968-1969 girls accounted for 41.8 per cent of total school enrolment in towns as against 34.8 per cent in rural areas.

However, to express the access of girls to education in terms of school enrolment or proportion of enrolment gives only a partial picture of the scholastic opportunities which are, in fact, offered to them.

Indeed, it is only at the various levels of exit from the school system and in the light of the preceding schooling that one can determine the extent to which the various categories of the population benefit equally from current educational possibilities. A brief period of school attendance with no follow-up cannot be considered equivalent to an equal period in a completed educational cycle.

That is why data on the results achieved by the school system, based on an analysis of wastage (= repeaters + drop-outs) according to sex and residence would enable us better to define the degree of equality of access of girls in rural areas to education.

/...

(c) Drop-outs and scholastic results in rural areas

A large number of countries 1/ replied that the drop-out rate is higher in rural areas than in urban areas and that girls abandon their studies more frequently than boys. Other countries feel they are only affected by one of the above two problems; for example, Ghana, the United States, Brazil, Paraguay, Venezuela, India, Thailand and Czechoslovakia report higher drop-out rates in rural areas; the Ivory Coast, Colombia, the Federal Republic of Germany, Poland and the Solomon Islands report higher drop-out rates among girls than among boys.

For nine countries, 2/ the drop-out rate is not higher in rural regions. According to 12 replies received, 3/ girls do not abandon their studies any more frequently than boys.

A recent UNESCO document 4/ has enabled us to determine for a few countries the drop-out rate according to sex for urban and rural residence.

1/ Burundi, Cameroon, Kenya, Liberia, Madagascar, Mali, Mauritania, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, United Republic of Tanzania; Dominican Republic, Guatemala, Mexico (except for teacher-training schools), Trinidad and Tobago; Argentina; Ceylon, Indonesia, Iran, Iraq, Jordan, Laos, Lebanon, Republic of Korea, Syrian Arab Republic, Turkey, Yemen; Bulgaria, Greece, Italy.

2/ Austria, Burma, Cyprus, Ivory Coast, Federal Republic of Germany, Finland, France, Sweden, Switzerland.

3/ Ghana; United States (where the percentage of drop-outs is higher among boys although girls tend to leave school at an earlier age); Venezuela; Burma, Cyprus, Thailand; Austria, Czechoslovakia, Finland, France, Switzerland; St. Helena.

4/ UNESCO: The Statistical Measurement of Educational Wastage. International Conference on Education, XXXIInd Session, Geneva, 1970. ED/BIE/CONFINTED 32/Sec.1.

Table 3

Number of drop-outs by sex during the educational cycle per 1,000 students in first year of primary education, divided according to residence in urban or rural areas*

Country	Residence	Number of drop-outs		
		Total	Boys	Girls
Algeria	Urban	570	568	601
	Rural	690	635	790
Dominican Republic	Urban	481	515	444
	Rural	861	857	864
Guatemala	Urban	504	490	521
	Rural	965	962	970
Colombia	Urban	527	530	525
	Rural	963	960	966

* The basic data used to calculate the numbers of drop-outs refer to periods of different length for each country considered and were recorded between 1960 and 1967.

It will be noted that the drop-out rate is high, and that it reaches catastrophic proportions in the rural areas of the Latin American countries. In all cases, except in urban areas in the Dominican Republic and Colombia, the drop-out rate is higher among girls than among boys.

It is clear, therefore, that for a given number of enrolments in first-year courses, the educational prospects for boys are different from those for girls, and those for urban students differ from those for rural students. Thus, from the outset the expected school career of girls in rural areas is particularly limited.

Do the various types of out-of-school education succeed in overcoming this disadvantage?

(d) Opportunities provided by out-of-school education

There is considerable diversity in the data submitted by countries concerning the access of girls and women to the various types of out-of-school educational activities. It is often not possible to distinguish whether the activities in question cover rural areas only or whether the country is describing its over-all effort in the sphere of out-of-school education; whether the numbers refer solely to rural women or to all women participating in out-of-school activities or to all persons participating in such activities; and, finally, whether the number of

participants quoted refers to individuals or whether it represents the sum of all attendances at each training or information class.

As it is, therefore, impossible to estimate the effort made on behalf of rural women in respect of out-of-school activities, we shall attempt to list some of the schemes described in the country reports.

Ghana's reply noted the enrolment of 511 students in the vocational training institute for rural women, the fact that there were 2,540 participants in villages vocational training centres, and the work carried out by the home economics extension service, which affected 15,069 women during the year 1968-1969.

Courses (1-2 years) in handicrafts, sewing, home economics and other subjects are being taken by 1,872 women in 17 agricultural apprenticeship centres in Mexico. In addition, teams of extension workers organize practical home economics courses in the villages for rural women.

The rural population in the Federal Republic of Germany is offered a wide selection of out-of-school activities:

A number of activities organized around primary schools and agricultural and technical schools in rural areas;

The Young Farmers' Organization arranges various activities in which 250,000 young people, of whom 50 per cent are girls, participate each year;

There are also 53 Educational Institutes for Rural Adults which provide 1,000 courses per year for 40,000 people, half of whom are women;

The Association of Rural Women has 11,551 local sections. In 1970 it organized 3,230 conferences and 24,000 meetings (practical courses, lectures, round tables, etc.) on aspects of housekeeping, health, dietetics, and so on.

The reply of the USSR lists several types of activities: specialist courses on various subjects in the field of agricultural economics, specialized sections of clubs and cultural centres with a large number of women participants, conferences and other methods of disseminating knowledge.

Japan mentions, among other things, winter courses for rural women (120 courses and 8,900 students) and 200 seminars attracting 25,000 participants (in 1970) and dealing with the same subject - improvements in home economics. In addition, 33,000 rural women were participating in televised extension courses.

In its reply, Turkey mentions the following among out-of-school activities which took place in 1970-1971:

Mobile vocational courses for rural women, of seven months' duration (1,547 courses with 36,800 participants);

/...

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Handicraft courses for rural women (1,417 courses with 35,000 participants);

Vocational courses for women, sponsored by the Ministry of Rural Affairs (401 courses with 6,150 participants).

In Iran, women domestic economy teachers instruct rural women in cooking, child care, hygiene, domestic management and some handicrafts and teach illiterate women to read and write. In 1969, 326 girls belonging to the Girls Development Corps served in rural areas, giving women courses in reading and writing as well as in hygiene and domestic management.

Co-operatives play an important role in Poland in connexion with out-of-school activities. They provide numerous courses on home management, family care and nutrition. Sewing courses and demonstrations are organized for women (in 1969 there were 7,500 courses with 200,000 participants and 87,000 demonstrations which were seen by 2.3 million women). There are also Advisory Centres giving information on balanced diet and hygiene. The Co-operative Women Workers Sections, which exist within each co-operative and have as their members the women who work there, also organize cultural activities: lectures, excursions, theatre visits, and so on.

In its reply Czechoslovakia also stresses the importance attached to similar cultural activities.

Judging from the replies received, 1/ it would seem that opportunities for training and leisure activities, of varying capacity and scope, are open to a certain number of rural women in other countries also.

3. Difficulties encountered by rural girls and women

To what extent are girls and women in rural areas able to take advantage of the opportunities for education and training offered to them? The replies to the questionnaire show that the living conditions of women in rural areas limit their access to education, lead to premature cessation of schooling and accelerate the exodus of women from the countryside.

1/ Burundi, Cameroon, Gabon, Sudan; Dominican Republic, Guatemala, United States; Venezuela; Cyprus, Jordan, Republic of Korea, Syrian Arab Republic; Czechoslovakia, Greece, Spain, Sweden; Byelorussian SSR; Gilbert and Ellice Islands.

(a) Difficulties limiting the access of rural girls and women to education

Most countries 1/ indicate that social and cultural factors are at the origin of the difficulties encountered by rural girls and women in seeking to obtain an education. In the People's Republic of the Congo, it is "tradition which, more often than not, obliges young girls who have already been spoken for to marry" and thus takes them away from school. In Liberia, family responsibilities, combined with lack of understanding on the part of the family, prevent girls from continuing their studies. In India and Turkey, the need to educate girls is apparently not evident. The reply from the Federal Republic of Germany puts the blame on the "conservative attitude of parents", while that from Italy mentions "insufficient cultural awareness on the part of adults". In Ceylon a change is taking place in the relative weight of the main factors hampering the access of rural women to education: "The social and cultural factors are now disappearing but the economic factors remain".

Indeed, economic factors (Ghana, Kenya, Jordan, Ceylon), and above all the cost of education 2/ and work outside the school, 3/ often make access to education difficult for girls and women in rural areas.

The shortage of schools and of boarding-school places, mentioned in 33 replies, 4/ is obviously a major obstacle to the access of girls to education in rural areas. Yemen gives special emphasis to the lack of girls' schools and of female primary school teachers, which is attributable to the fact that the traditions and social constraints in that country do not encourage parents to send girls to school.

1/ Cameroon, Gabon, Ghana, Ivory Coast, Liberia, Madagascar, Mali, Mauritania, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, United Republic of Tanzania; Dominican Republic, Guatemala, Mexico, Trinidad and Tobago, United States; Argentina, Brazil, Colombia, Paraguay, Venezuela; Ceylon, Cyprus, India, Indonesia, Iran, Iraq, Jordan, Laos, Syrian Arab Republic, Turkey, Yemen; Austria, Federal Republic of Germany, Greece, Italy, Switzerland; British Solomon Islands.

2/ Mentioned in the replies from the countries whose names are underlined in the preceding foot-note; also applies to Kenya, the Niger, Burma, Lebanon, Thailand ans Spain.

3/ Almost all the countries included in foot-note 1 on this page mentioned this obstacle; the exceptions were the Ivory Coast, Madagascar, Mali, Sierra Leone, Paraguay, Ceylon, Jordan, Yemen, Austria and Switzerland. Burundi, Kenya, Lebanon, Hungary and Spain should be added to the list.

4/ Burundi (which also mentions a shortage of teaching staff), Cameroon, Gabon, Ghana, Ivory Coast, Madagascar, Mali, Mauritania, Niger, People's Republic of the Congo, Sierra Leone; Dominican Republic, Guatemala, Mexico; Argentina, Colombia, Paraguay, Venezuela; Burma, India, Indonesia, Iran, Iraq, Laos, Lebanon, Turkey, Yemen; Austria, Federal Republic of Germany, Italy, Poland, Spain, Switzerland.

Twenty-seven countries 1/ also mention a lack of information and guidance as influencing the educational prospects of rural girls and women.

For 34 countries, 2/ the often considerable distance between the home and the school, as well as the lack of adequate transport, further limit the access of women in rural areas to education. The Sudan states that this is the main obstacle in that country, because of the scattered distribution of the population.

Canada states that the existence of all the above obstacles can be observed in individual cases, but that no single obstacle particularly affects women living in rural areas.

Similarly, Japan, Belgium, Malta, the USSR (except as regards the influence of traditions in certain central Asian republics), the Byelorussian SSR, St. Helena and the Gilbert and Ellice Islands state that, in principle, there are no difficulties particularly affecting the access to education of girls in rural areas in their respective countries.

(b) Reasons for drop-outs

If, for many rural girls and women, access to education represents a hard-won victory over the obstacles placed in their path towards schooling, the continuation of their studies once begun is impeded by a whole host of circumstances which often cause the premature cessation of the school career.

In many countries, local attitudes are often unfavourable to the education of rural girls. These attitudes may vary from indifference (Ghana, Dominican Republic, Mexico, Colombia, Paraguay, Burma, India) and "inability of parents to see the point of girls' education" (Nigeria) to the opposition of or pressure from parents, 3/ via the priority automatically accorded to the education of boys. 4/

1/ The countries whose names are underlined in the preceding foot-note and also Kenya, Nigeria, the Sudan, Trinidad and Tobago, the Syrian Arab Republic and Greece.

2/ Burundi, Gabon, Madagascar, Mali, Mauritania, Niger, Nigeria, People's Republic of the Congo, Sudan; Dominican Republic, Guatemala, Mexico, Trinidad and Tobago; Argentina, Brazil, Colombia, Paraguay, Venezuela; Burma, Ceylon, India, Indonesia, Iran, Iraq, Laos, Lebanon, Syrian Arab Republic, Thailand, Turkey; Austria, Federal Republic of Germany, Italy, Spain, Switzerland.

3/ Cameroon, Ivory Coast, Liberia, Mauritania, Niger, People's Republic of the Congo, Sierra Leone (in regions with Moslem population), Sudan; Guatemala; Iran, Iraq, Jordan, Laos, Republic of Korea, Syrian Arab Republic, Yemen; Spain.

4/ Cameroon, Kenya, Nigeria, People's Republic of the Congo; Trinidad and Tobago, Laos, Lebanon, Turkey (where "in the villages, only the education of boys is considered necessary"), Spain.

One may also discern in some replies the conviction that there is some sort of incompatibility between education and femininity. Thus, in Nigeria, "the rapid physical development of girls" is one of the reasons for abandoning studies; the reply from Madagascar refers to "the vicissitudes of puberty" which have the same consequences, while that from Italy suggests that one of the main reasons for dropping out is the "crisis of adolescence: unless proper support is provided, physiological and psychological development of adolescent girls leads to withdrawal from the average school".

Marriage often seals the fate of the girl student, who leaves her studies incomplete. 1/ Five African countries (Ivory Coast, Liberia, Nigeria, People's Republic of the Congo, Sierra Leone) and the United States also refer to early pregnancies which lead girls to drop out from school.

Cameroon described the many aspects of the life of rural girls which constitute obstacles to the continuation of their studies:

"(a) Difficult psychological conditions (there is a preponderance of male teachers);

"(b) Reluctance of some parents to send their daughters to schools with male teachers;

"(c) Agricultural work and household responsibilities;

"(d) Early marriages;

"(e) Insufficient money to send all children to school; the interests of the girls are sacrificed."

The reply from Laos refers to a similar situation:

"(a) Absence of any school in the village offering a complete educational cycle;

"(b) Refusal of parents to allow their daughters to continue their studies in another village;

"(c) Priority given to boys in education (parents' viewpoint);

"(d) 'A woman's place is in the home'."

1/ Cameroon, Ghana, Ivory Coast, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, United Republic of Tanzania, Guatemala, Mexico, Trinidad and Tobago (among the Indian population), United States (where the problem is not very widespread); Brazil, Venezuela; Cyprus, India, Indonesia, Iran, Iraq, Jordan, Syrian Arab Republic, Yemen; Bulgaria (in respect of girls in ethnic minorities), Czechoslovakia, Federal Republic of Germany.

Economic factors and more especially entry into the working world, sometimes participation in agricultural work, are at the source of the abandonment of their studies by rural girls in many countries. 1/

Sometimes, especially when a girl is the eldest child in a large family, she may be obliged to break off her studies in order to help with housework and to care for her brothers and sisters. 2/

According to some replies, inadequacies in the school system are the reasons why girls in rural areas do not complete their studies. The lack of a satisfactory educational infrastructure is mentioned by Mali, the United Republic of Tanzania, the Dominican Republic, the United States, Argentina, Iraq, Laos, Lebanon and Yemen. The Sudan refers to "lack of follow-up of programmes". Brazil refers to the school time-table as being ill-suited to the climate and to the predominant economic activities. The reply from the United States stresses that the programmes are of no value because they are not adapted to real needs and do not prepare pupils for employment. In its reply, Colombia cites the inadequacy of the school system in rural areas and the lack of qualifications of a large proportion of rural teachers. Iran, too, mentions the lack of qualified teachers as a major reason why rural girls become drop-outs. Mali, Mauritania, Argentina, Brazil and Colombia refer to distance, remoteness from education centres and transportation difficulties.

Migrations lead to abandonment of studies in Ghana, Liberia, Nigeria, Guatemala and Thailand.

Late school entry (Paraguay) or the age-limit imposed by school legislation (Madagascar) sometimes prevents girls in rural areas from continuing their studies.

According to some replies, abandonment of studies by rural girls is due to poor results (Ghana, Mali) and lack of aptitude (India, Greece). Belgium's reply on this point mentions a number of reasons which "vary according to region, age, and family circumstances ... the major reason being, of course, that not everyone is suited to study".

The documents supplied by Colombia make it possible to establish the order of importance of the various reasons for drop-out (without distinction by sex) in urban and rural areas.

1/ Cameroon, Ivory Coast, Kenya, Liberia, Madagascar, Nigeria, Sierra Leone, Sudan; Dominican Republic, Mexico, United States; Argentina, Brazil, Paraguay, Venezuela; Burma, Ceylon, Cyprus, India, Indonesia, Iran, Iraq, Jordan, Lebanon, Republic of Korea, Thailand; Czechoslovakia, Greece, Italy, Spain.

2/ Burundi, Cameroon, Mauritania; Guatemala, Trinidad and Tobago; Argentina, Colombia; Burma, India, Indonesia, Republic of Korea, Syrian Arab Republic, Turkey; Italy, Poland, Spain.

Table 4

Reasons for drop-out in decreasing order of importance among residents of urban and rural areas in Colombia

Decreasing order of importance	Urban areas	Rural areas
1	Change of residence	Change of residence
2	Limited interest of parents	Limited interest of parents
3	Illness	Illness
4	Distance	Distance
5	Work in home	Agricultural work
6	Agricultural work	Work in home
7	Roads in bad condition	Roads in bad condition
8	Schools in bad condition	Animal husbandry
9	Work in industry	Schools in bad condition
10	Animal husbandry	Work in industry

It is apparent from this table that in Colombia the various reasons for drop-out are more or less independent of specific living conditions in urban or rural areas.

Some replies associate abandonment of studies by girls in rural areas with their uncertain prospects for advancement. India replied that "further education renders the girls unsuitable for employment or labour". According to the Niger, "the small size of the feminine labour market" is one of the reasons which lead girls in rural areas to become drop-outs.

The reply from Austria states that abandonment of studies due to family circumstances requiring the presence of the daughter at home, marriage, etc., occurs only after completion of the nine years of compulsory education. The same observation is made by Japan (percentage of drop-outs negligible and occurring only at the senior secondary level) and by Sweden.

/...

III. RURAL DEVELOPMENT

Rural development, as part of a continuous process of over-all change in rural areas, may vary in nature from country to country. The level of industrialization, the weight of tradition, socio-economic structures and even geographical characteristics ensure that rural conditions differ in each case. Since the problems which arise cannot therefore be exactly identical, the solutions planned or already applied take a wide variety of forms.

On the basis of the replies to the UNESCO secretariat's inquiry, we shall deal in turn with the factors considered essential for rural development and with the role of women in the rural development process.

1. Factors in rural development

Rural development projects are based on a set of co-ordinated measures designed to transform the basic aspects of rural life. Although the replies of Canada (where development is planned at the regional level and involves the parallel development of urban and rural areas), the United States, Austria and Belgium provide no specific information on this part of the inquiry, most countries, in providing details concerning their approach to rural development, gave a clear indication of the factors which are accorded priority, depending on the particular conditions and problems in each country.

Cameroon replied: "The economic and social development plan envisages the harmonious development of the country based on all these factors" (i.e., the factors essential for rural development referred to in the secretariat's questionnaire).

Other countries (Nigeria, Dominican Republic, Mexico, Argentina, Colombia, Syrian Arab Republic, Bulgaria, Greece and Italy) state that all the tasks listed in the questionnaire are considered important to their development.

Most countries 1/ consider the augmentation of agricultural production to be the essential factor in rural development.

1/ Gabon, Ghana, Ivory Coast, Kenya, Liberia, Madagascar, Mali, Nigeria, People's Republic of the Congo, Sierra Leone, United Republic of Tanzania; Dominican Republic, Guatemala, Mexico; Argentina, Brazil, Colombia, Paraguay, Venezuela; Ceylon, Cyprus, India, Iran, Iraq, Jordan, Laos, Lebanon, Syrian Arab Republic, Thailand, Turkey, Yemen; Bulgaria, Greece, Italy, Poland; USSR, Byelorussian SSR; St. Helena, Gilbert and Ellice Islands, British Solomon Islands.

The mechanization of agricultural work is mentioned in the replies of Guatemala, the Republic of Korea and Poland. In the replies of Czechoslovakia, the USSR and the Byelorussian SSR, this undertaking is linked with increased agricultural productivity and the application of scientific management methods. India's reply refers to the modernization of crops, and the Ivory Coast's reply to the introduction of new crops.

The situation in the British Solomon Islands calls for the expansion of cash-crop, as opposed to subsistence, farming.

The importance of an agricultural credit system is emphasized by Colombia and the People's Republic of the Congo, which also outlines the various kinds of action required in a rational plan for augmenting agricultural production:

"(a) Organization of an infrastructure of roads to facilitate the movement of goods.

"(b) Organization of the population into community groups to promote increased production.

"(c) Training... of rural supervisory grades....

"(d) Organization of consumers and domestic markets.

"(e) Problem of marketing goods at home and abroad."

Kenya considers that the improvement of housing, the provision of water and electricity and the establishment of health services, schools and roads are necessary for the development of agricultural production and the modernization of rural life.

The modernization of rural life is referred to by almost all countries 1/ in conjunction with the augmentation of agricultural production. Accordingly, self-help community development projects are in preparation in Ghana, Liberia and Indonesia. The need for substantial improvement of infrastructures is emphasized by a number of countries, including the Federal Republic of Germany and Brazil, which mentions water-supply, electricity, roads, improved commercial links between the areas of production and their respective industrial centres. Other aspects specifically mentioned are: the importance of electrification (Kenya, Trinidad and Tobago, Colombia); road construction (Kenya, People's Republic of the Congo, Colombia, Poland); organization of transport (Niger, Colombia, Cyprus); improvement

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1/ The countries listed in the preceding foot-note (with the exception of Madagascar, Ceylon, Lebanon, Thailand, Yemen) and also Dahomey, Mauritania, the Niger, Indonesia, Japan, the Republic of Korea, the Federal Republic of Germany, France, Hungary, Spain and Sweden.

of health conditions (Kenya, Trinidad and Tobago, Colombia, India, Poland); transformation of social and cultural activities, recreational opportunities (Turkey, Hungary, Spain, Sweden).

Thirty-four countries 1/ consider the training of qualified rural supervisory grades to be one of the essential pre-conditions for rural development. The People's Republic of the Congo and Switzerland give a detailed description of what this process entails in their case. "The technical, economic, social and cultural training of rural supervisory grades capable of successfully performing the tasks of disseminating agricultural knowledge, maintaining equipment and transforming mental attitudes" (People's Republic of the Congo). "The training of even more highly qualified supervisory grades and farmers who can adapt to a constantly changing situation with means and methods which can ensure appropriate and competitive production" (Switzerland). In the case of Trinidad and Tobago, such training must be directed towards improving the output of agriculture and the fishing industry, but must also promote co-operative activity.

The majority of these countries 2/ feel that the training of rural supervisory grades must be accomplished by the creation of jobs in rural areas. This factor in development is also mentioned in the replies of Ghana, Sierra Leone, Guatemala, Ceylon, Cyprus, Japan, Turkey, the Federal Republic of Germany (in relation to non-agricultural jobs), Finland, Hungary and Sweden.

The effect on rural development of the expansion of non-agricultural sectors is of prime importance for 24 countries. 3/ The project referred to in Sweden's reply indicates that the establishment of industries tends to stimulate the labour market and to facilitate social and cultural development. It is planned to set up industrial centres at points which can serve as commercial and cultural centres for the surrounding countryside.

1/ Burundi, Dahomey (which also mentions the further training of existing rural supervisory grades), Gabon, Ivory Coast, Liberia, Madagascar, Mali, Mauritania, Nigeria, People's Republic of the Congo, Sudan; Dominican Republic, Mexico, Trinidad and Tobago; Argentina, Brazil, Colombia; Iran, Iraq (which is particularly concerned with ways of encouraging qualified persons to settle in rural areas), Lebanon, Republic of Korea, Syrian Arab Republic, Thailand, Yemen; Bulgaria, Czechoslovakia, France, Greece, Italy, Spain, Switzerland; USSR, Byelorussian SSR; Gilbert and Ellice Islands.

2/ Those which are underlined in the preceding foot-note.

3/ Gabon, Ghana, Ivory Coast, Nigeria; Dominican Republic, Mexico, Trinidad and Tobago; Argentina, Colombia, Paraguay; Jordan, Laos, Syrian Arab Republic, Thailand; Bulgaria, Finland, France, Greece, Italy, Spain, Sweden; USSR, Byelorussian SSR; Gilbert and Ellice Islands.

It is not felt that rural development can be achieved through economic action alone. The improvement of the population's educational level is a recurrent theme in countries' replies: most countries 1/ believe that rural development requires an educational effort - literacy courses, rural education or the development of schooling - directed towards the inhabitants of those areas where change is planned.

Many countries 2/ indicate that the transformation of attitudes is an essential factor in the rural development process.

For Venezuela, the transformation of attitudes is linked to the need for social justice. The reform and improvement of land-tenure systems is referred to in a number of replies: "a better distribution of land" (Colombia); "find a solution to the two major agrarian problems: the latifundia and the minifundia" (Guatemala); "the restructuring of farm holdings" (France); "the exchange and reorganization of land holdings so as to make possible rational cultivation with the aid of modern machinery and a reasonable yield over fairly large areas" (Switzerland).

These expressions of concern reflect what is for such widely differing countries the major current problem: "A plan in development has taught us, as the Second World Congress 3/ vividly put it, that all break-through discoveries towards high-yield capabilities of crops in order to avoid economic insignificance must necessarily be contained by a realistic social and political land reform system. Thus the quality of agricultural education and training is bound to be sterile if it comes devoid of the principles and implications of hot questions in the socio-political areas of tenure and agrarian reform based on social justice." 4/

1/ Burundi, Dahomey, Gabon, Ghana, Liberia, Madagascar, Mali, Niger, Nigeria, Sudan, United Republic of Tanzania; Dominican Republic, Guatemala, Mexico, Trinidad and Tobago; Argentina, Brazil, Colombia, Paraguay, Venezuela; India, Iraq, Jordan, Laos, Lebanon, Syrian Arab Republic, Thailand, Yemen; Bulgaria, Czechoslovakia, Federal Republic of Germany, Greece, Italy, Spain; Gilbert and Ellice Islands.

2/ Those which are underlined in the preceding foot-note and also Mauritania, the People's Republic of the Congo, Cyprus, the Republic of Korea, France, Hungary and Switzerland.

3/ The World Food Congress, held at The Hague in 1970.

4/ Mohamed A. Nour, "Education and Training: Key Factors in the Mobilization of Human Resources for Economic and Social Progress in the Developing World". World Conference on Agricultural Education and Training, Copenhagen, 1970, RU:AET/70, Vol. I, p. 137.

The replies of the various countries bear out the concept of the integration of rural development into an over-all process of change. A recent UNESCO document on the subject 1/ analyses the elements which go to make up this concept:

> Integrated rural development rests on the interdependence of all development factors including not only agriculture and industry but also infrastructures, transport, trade, credit arrangements, health, education and culture, sports and leisure-time activities. The young farmer will only be prepared to stay on the land if he sees not merely that his income is rising as the means become available to increase production and obtain a good price for his produce, but also that his village offers opportunities for purchasing town products, for relaxation in the form of cultural activities or sports, for medical care and further education, in short, for the development of his personality in an environment which can expect to receive the funds required for gradual renovation under various supplementary investment programmes designed to satisfy the legitimate aspirations of rural youth."

2. The role of women in rural development

Women in rural areas are particularly active and have a wide range of responsibilities.

Whether educated or uneducated and whether engaged in gainful activity or not, they play an important role in the development process of their country. Their contribution to the development of their environment takes a variety of forms, ranging from direct participation to indirect action.

Women constitute a substantial proportion of the economically active population, some of them working in the education and health sectors, a greater number in handicrafts and small business and the major part in agriculture.

However, the role of women in rural development is not confined to their direct participation in economic activity.

As home-managers, they are responsible for improving the conditions of family life by introducing the necessary changes in nutritional habits and hygiene, thereby preserving the nation's health assets.

As household administrators, it is their task to balance the family budget, a task made particularly difficult by the fact that families are large and gainful employment scarce.

In line with their responsibility for bringing up new generations, they must also attend to the education of children in the family environment and supervise their scholastic progress - a task which requires exceptional vigilance on the part of illiterate mothers.

1/ Education and Development in a Rural Environment, ED/MD/247, Paris, 30 July 1971, p. 17.

As guardians of tradition, they represent the means through which the changes in attitude and behaviour necessary for adaptation to the modern world can be achieved. "Productivity of workers in industry and particularly in agriculture often has a direct relationship with the mother of the family, who if literate is able to introduce into the family's way of life new ways of thinking...". 1/

Which of women's wide range of activities represent important contributions to economic and social development? Are women adequately equipped to play the multiple development role which devolves upon them? The information submitted by the various countries provides an answer to these questions and brings out the link between the training which women receive and the employment opportunities offered to them in rural areas.

(a) Activities of rural women

The great majority of countries report that women participate in agricultural work, either by helping their husbands (Guatemala, Venezuela) or by making an independent contribution in their own right: "women are at present the principal workers in agriculture" (Japan); "in rural areas, women are involved in all forms of productive activity (agriculture, handicrafts)" (Mali). "in large-scale agricultural production, they perform the same activities as men, including managerial and technical work" (Czechoslovakia). Thirty-six countries 2/ (27 of which are situated in Africa and Asia) consider this to be an important contribution to development.

Switzerland replied: "Women in rural areas are coming increasingly to pursue activities similar to those of men because of the development of mechanization: various kinds of tractor-drawn farming machinery, electric milking-machines... However, because of household work and the supervision and education of children, women generally perform work which does not take them too far away from the farm."

Indonesia states that women participate in all types of programmes designed to increase rural development. The reply of the Byelorussian SSR illustrates the important role of women in all aspects of the rural life of the country: 60 per cent of the specialists engaged in production are female graduates of a higher or secondary-level technical school; women constitute 70 per cent of the staff of schools and cultural establishments, one half of the elected members of local councils (Soviets), and so on.

1/ H. M. Phillips, Literacy and Development, (Paris, UNESCO, 1970), p. 54.

2/ Burundi, Cameroon, Gabon, Ghana, Ivory Coast, Kenya, Liberia, Madagascar, Mali, Mauritania, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, United Republic of Tanzania; Mexico, Trinidad and Tobago; Brazil, Colombia; Burma, Cyprus, India, Indonesia, Iran, Iraq, Japan, Jordan, Laos, Lebanon, Syrian Arab Republic, Turkey; Bulgaria, Hungary, Malta; USSR, Byelorussian SSR.

The activities of women as mothers and housewives, which consume much of their energy, are mentioned by 21 countries, nine of which regard them as an essential contributon to development. 1/ The difficult task of rural women is described in Brazil's reply; their activities include all those carried out by men and in addition: child care, nutrition, clothing (extending at times from spinning and weaving to the making-up of garments), care of domestic animals, and so on.

According to the replies of some countries, women in rural areas often perform various kinds of handicraft work 2/ and discharge responsibilities in the education 3/ or health 4/ services.

Women's activities in the sphere of trade are mentioned by 13 countries, 5/ eight of them African.

Some of the forms of female participation in rural development described in the replies are highly informative about the activities and position of women in rural areas in various countries. Thus, women take part in social work (Sierra Leone, India, Japan, Federal Republic of Germany), cultural activities (dancing and singing in the United Republic of Tanzania and Trinidad and Tobago, library management and the direction of cultural groups in Poland, the USSR and the Byelorussian SSR), religious activities (Greece), "community life" (Madagascar), community services (United States, Japan), Municipal Councils (Bulgaria), trade union and professional organizations (Federal Republic of Germany), co-operatives (Colombia, Bulgaria, Poland), the administration and management of collective and State farms (USSR, Byelorussian SSR) and the management and accounting of agricultural enterprises (Czechoslovakia, France, Italy).

According to the reply [illegible] none of the activities pursued by women in rural areas represents an important contribution to development.

1/ Cameroon, Sudan, Brazil, India, Indonesia, Laos, Lebanon, Greece, Malta.

2/ Ghana, Madagascar, Mali, Mauritania, Nigeria, Sudan; Guatemala, Mexico, Trinidad and Tobago; Colombia, Paraguay, Venezuela; Ceylon, India, Iran, Iraq, Turkey, Spain; Gilbert and Ellice Islands.

3/ Liberia, People's Republic of the Congo, Sierra Leone, United Republic of Tanzania; Guatemala (women teachers "generally do not belong to the community in which they work"), United States; Argentina; Laos, Lebanon, Republic of Korea; Federal Republic of Germany, France, Hungary, Poland; USSR, Byelorussian SSR.

4/ People's Republic of the Congo, Sierra Leone, Sudan, United Republic of Tanzania; United States; Laos, Thailand; Bulgaria, France, Hungary, Poland; USSR, Byelorussian SSR.

5/ Dahomey, Gabon, Ghana, Mauritania, Niger, Nigeria, People's Republic of the Congo, Sierra Leone; Guatemala, Trinidad and Tobago; Colombia; France, Italy.

(b) The education of women and rural development

All countries consider that education of the women whose manifold activities they describe is imperative for rural development.

However, to judge from the majority of the replies specifically referring to this question, the type of education considered to be of primary importance for rural development bears no relation to the diversity of activities pursued by women.

Thus, domestic science is, in different forms of words, the type of education most often cited. 1/ In some instances, the specific mention of some subjects (hygiene, 2/ nutrition, 3/ child care, 4/ sewing, 5/) fills out the picture of the kind of education regarded as essential for women in rural areas.

The access of rural women to general, primary and sometimes post-primary education seems to be of prime importance in 16 countries. 6/ At the same time, mention is made in this connexion of the need to raise the level of general education (USSR) and to improve rural education (Burma).

The need to train women teachers in rural areas is emphasized in the replies of three countries: India, Indonesia and Yemen.

According to 17 replies, 7/ priority should be given to the promotion of the various types of out-of-school education, from literacy courses to continuing education, to ensure the integration of women into rural development.

In this connexion, technical or vocational training is mentioned in 10 replies, 8/ while the various kinds of agricultural training are mentioned in

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1/ Cameroon, Dahomey, Kenya, Liberia, Madagascar, Mauritania, Niger, Nigeria, Sudan; Guatemala; Paraguay, Venezuela; Ceylon, India, Iran, Iraq, Laos, Lebanon, Yemen; Italy.

2/ Referred to by the countries which are underlined in the preceding foot-note.

3/ Dahomey, Kenya, Madagascar; Laos, Yemen; Italy.

4/ Dahomey, Liberia; Ceylon, India, Iraq, Laos, Lebanon, Yemen.

5/ Liberia, Ceylon.

6/ Kenya; Guatemala, Mexico; Colombia; Burma, Iraq, Thailand, Yemen; Czechoslovakia, Federal Republic of Germany, France, Greece, Poland, Spain; USSR; Gilbert and Ellice Islands.

7/ Burundi, Liberia, Madagascar, Nigeria, Sudan; Guatemala; Venezuela; Burma, Iraq, Jordan, Lebanon, Syrian Arab Republic, Yemen; Federal Republic of Germany, Greece; USSR; Gilbert and Ellice Islands.

8/ Ghana, Nigeria; Mexico, Trinidad and Tobago; Iran, Thailand; Czechoslovakia, Federal Republic of Germany; USSR; Gilbert and Ellice Islands.

only 12 replies. 1/ France and Italy report special training for the management of agricultural enterprises.

Other countries favour different aspects of an education that is both general and practical, but above all adapted to the specific conditions of the rural environment: "Women should receive a practical education. It is in this way that their mentality changes, they become interested in the work being taught them and become more productive" (Mali). Brazil's reply refers to an education which develops a better capacity for understanding in women and enables them to participate in problems of their environment. Japan emphasizes that know-how and technical ideas must be taught with a view to improving the life of each family and human relations in the local community.

The need to adapt the training of rural women to the particular features of their environment, with a view to enabling them to play a broader part in economic and social life as a means of attaining the objectives of rural development, is brought out by the replies of other countries: Gabon, the Ivory Coast, the United Republic of Tanzania, the Republic of Korea, Turkey.

Sierra Leone, the Federal Republic of Germany and Sweden believe that the education of women in rural areas should not be considered in isolation from the existing employment possibilities in such areas.

Almost all countries believe that the access of girls and women to education in rural areas encourages the exodus to the towns by setting in train two migratory movements: the first takes place during the schooling period, when girls leave for the towns to enrol in institutions which do not exist in rural areas, and the second occurs when graduates are looking for a job in keeping with the training they have received.

These two trends are summarized in this way in the reply of Guatemala: firstly, educational centres are situated in the towns, especially in the capital, and, secondly, young women graduates find professional openings only in the towns, especially in the capital. Sierra Leone states that most secondary schools are situated in urban areas and that the jobs available to girls - secretaries, typists, saleswomen - exist only in the towns.

The replies of various countries lay stress on one or another aspect of the phenomenon. Thus, the People's Republic of the Congo notes that the second cycle of the lycées providing general education, the colleges and lycées providing technical education, the Centre of Higher Education and even the agricultural education section of the Lycée technique are concentrated in urban areas. In Ghana and Mali, it is technical and vocational education which attracts rural girls to the towns; in the case of Austria, access to higher education encourages the exodus to the university towns; in Japan access to the second cycle of secondary

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1/ Kenya; Mexico, Trinidad and Tobago; Argentina, Colombia; Iran, Laos, Yemen; France, Italy, Malta; USSR.

education and to higher education, and in Jordan higher education and vocational education, encourage the rural exodus. Hungary's reply notes that the towns offer more possibilities of access to secondary, university and vocational education and to special courses

In the USSR, "the possibility of access to technical and higher education offered to everyone is one of the main reasons for the exodus of girls to the towns, where such education is concentrated. With the exception of special agricultural education, all other types of education encourage the exodus". Other countries also make a distinction between those types of education which encourage the exodus and those which impede it. According to the reply of Mexico, the latter category includes schools in which training is given for agricultural occupations, stock-raising, handicrafts, and so on.

The replies of Argentina and the Republic of Korea state that the education provided in rural areas is not attuned to the needs of their inhabitants and consequently leads those who receive education to emigrate. Reference is made in the reply of Brazil to education that is not adapted to the realities of the environment.

However, the main reason for the migration of girls from rural areas is that such areas do not provide employment possibilities and opportunities for applying the knowledge acquired (Dominican Republic). In Belgium, girls seek "jobs that are in keeping with the education they have received; hence, they migrate to the towns". The reply of Nigeria notes that there are few possibilities of employment in rural areas, and that of Lebanon states that only the towns offer possibilities of paid employment for the educated woman.

Most of the replies thus agree that the rural areas are underprivileged from the point of view of educational opportunities and availability of work, and at the same time indicate the multiple aspects of the problem of education for women which all the countries consider essential to rural development.

(c) The employment of women in rural areas

Most of the countries 1/ replying to the inquiry consider that rural women with an education do in fact pursue occupations corresponding to their qualifications. Eleven other countries 2/ feel that this is not the case.

1/ Burundi, Kenya, Liberia, Madagascar, Niger, Nigeria, Sierra Leone, Sudan, United Republic of Tanzania; Guatemala; Colombia, Venezuela; Ceylon, India, Indonesia, Iran, Iraq, Jordan, Laos, Lebanon, Republic of Korea, Syrian Arab Republic, Thailand, Turkey, Czechoslovakia; Federal Republic of Germany, Hungary, Spain, Switzerland; USSR, Byelorussian SSR; St. Helena; Gilbert and Ellice Islands, British Solomon Islands.

2/ Dahomey, Gabon, Mauritania, People's Republic of the Congo; Brazil, Paraguay, Cyprus, Japan, France, Greece, Italy.

The employment possibilities offered in rural areas to women who have attended a school or completed their studies are varied and differ in scope from country to country.

In the case of Paraguay and Dahomey, employment possibilities are non-existent: "No opportunities are open to women who have attended a school or completed their studies in rural areas. Such women are obliged to move to the urban centres" (Dahomey).

According to Gabon, "Apart from the openings offered by the civil service and the private sector (commerce, sometimes industry) in the main towns of administrative districts, employment possibilities for women who have completed their studies are practically non-existent".

Two countries - Japan, where the employment opportunities offered to rural women are reported to be rather scanty, and Sweden, which states that it is more difficult for women to find employment - emphasize the need to change this situation.

Ceylon states that "for those who have received vocational training there is no difficulty in finding employment. For those who have received only a general education, employment opportunities are not so bright".

Cyprus and Thailand describe the employment possibilities offered to educated women in rural areas as limited.

The replies of the Republic of Korea, which refers to growing opportunities for educated women to participate in rural development, and Malta, which states that women in rural areas have the same employment possibilities as women in the towns, paint a brighter picture of the employment prospects of rural women. Two other replies, those of the USSR and the Byelorussian SSR, note that in those countries there is "no obstacle to the employment of women" in the various fields of rural activity.

The reply of the People's Republic of the Congo describes the situation in detail: "Women who have completed their studies (certificat d'études primaires - brevet d'études du premier degré) almost invariably emigrate to urban centres in search of employment. Female workers in hospital centres and rural schools are state employees and not always natives of the region. Less well-educated women have no chance of obtaining paid employment."

The reply of Mexico brings out a similar distinction: women who have completed their studies in teacher-training or agricultural training schools are able to use their qualifications in the rural environment, but this is not the case for women educated in the other vocational fields.

In most countries 1/ the teaching profession is the main source of employment for educated women in rural areas.

Thirty-two countries 2/ stated that women in rural areas were employed by health services.

Fifteen countries 3/ reported that the skills of educated women were used in rural community leadership and agricultural organizations.

Five countries 4/ stated that women were employed as specialists (agronomists, zootechnicians) in agricultural development. Seven other countries 5/ employ women in the processing of agricultural products or in industries established in rural areas.

Eleven countries 6/ reported that rural women were employed in the social services and eight countries 7/ stated that they were employed in the civil service.

In the Sudan, India and Iraq, handicrafts provide openings for educated women in rural areas.

In certain countries, some rural women who have attended a school go into business (Gabon, Ghana, Mexico, Colombia, France), or become secretaries

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1/ Burundi, Cameroon, Ghana, Liberia, Madagascar, Mali, Mauritania, Niger, Nigeria, Sierra Leone, Sudan, United Republic of Tanzania; Dominican Republic, Guatemala, Mexico, Trinidad and Tobago, United States; Colombia, Venezuela; Burma, India, Indonesia, Iran, Iraq, Jordan, Laos, Lebanon, Syrian Arab Republic, Thailand, Turkey; Bulgaria, Federal Republic of Germany, Greece, Hungary, Spain, Switzerland; Gilbert and Ellice Islands, British Solomon Islands.

2/ The countries listed in the preceding foot-note, with the exception of the Dominican Republic, Guatemala, Burma, Iraq, the Syrian Arab Republic, Spain and Switzerland and the addition of Poland.

3/ Cameroon, Kenya, Madagascar, Mauritania, United Republic of Tanzania; Guatemala (bilingual women community leaders (animatrices) who are natives of the area in which they work); Venezuela; Burma (co-operatives), India, Iran, Laos; Federal Republic of Germany, France (co-operatives and chambers of agriculture), Poland (rural co-operatives and agricultural or rural housewives' groups); Gilbert and Ellice Islands (co-operatives).

4/ Venezuela; Bulgaria, Czechoslovakia, Spain, Switzerland.

5/ Mali, Nigeria, Trinidad and Tobago, United States, Burma, Federal Republic of Germany, France.

6/ Burundi, Kenya, Mauritania, Sierra Leone, United Republic of Tanzania; United States; Colombia; India; Federal Republic of Germany, Hungary; Gilbert and Ellice Islands.

7/ Burundi, Gabon, United Republic of Tanzania; Colombia; Burma, Thailand; Czechoslovakia, Hungary.

(Mauritania, Mexico, Trinidad and Tobago). In the United States, some become saleswomen or waitresses.

In Poland, a number of educated women are employed by cultural centres in rural areas (libraries, institutes, reading-rooms and club-cafés) and by post offices.

In Greece, women in rural areas who have attended a school or completed their studies can find employment as dressmakers and hairdressers; there are also a number of openings in the education and health services.

Some of the replies give details about the employment opportunities offered to women in rural areas which are not exploited by them for lack of training.

Thus, there are openings in the medical and social services in Cameroon, Mauritania, Mexico, India, Jordan and Italy, in the education services in Cameroon, Mauritania, Nigeria, Brazil, India, Jordan, Lebanon (for domestic science) and Italy, and in rural community leadership in Cameroon, Argentina, Indonesia and Lebanon.

In France, the tourist services provide opportunities of which rural women fail to take sufficient advantage.

Two African countries and three Asian countries believe that properly trained rural women could make a valuable contribution in the handicrafts field. 1/

Thailand and Czechoslovakia state that rural women fail to take sufficient advantage of specialized jobs in agriculture, animal husbandry and light industry.

In this connexion, Burma cites posts in rural industry, Mexico employment in business and Indonesia the opportunities offered in various agricultural sectors and in economic management.

Italy lists the employment opportunities which rural women sometimes fail to take up because they lack the proper training: "Health assistants and physiotherapists; nursery-school teachers; psycho-pedagogical family advisers; social workers; economic advisers."

Guatemala and the Republic of Korea express regret at the lack of training among rural women.

A number of countries 2/ gave a negative answer to the question on this point in the UNESCO secretariat's questionnaire. However, it is not easy to tell (except in the case of Dahomey) whether such replies should be interpreted as referring to a lack of training among women in rural areas or the non-existence of employment opportunities.

1/ Gabon ("In the handicrafts field - sewing, basket-making, pottery, etc. - there are lucrative professional opportunities which women fail to take up for lack of training and information"), Niger; Iran, Jordan, Syrian Arab Republic.

2/ Dahomey ("There are no opportunities for women in rural areas. Moreover, training is lacking"); Venezuela; Ceylon, Cyprus, Iraq.

IV. EDUCATION FOR RURAL DEVELOPMENT

Rural development is closely linked to the development of education in the areas concerned for it is through the action of men and women action which is all the more effective if the men and women in question have received adequate training that transformations can be made. However, as was recently made clear by regional studies prepared for the World Conference on Agricultural Education and Training, teaching and training systems are in many cases not adapted to the real needs of development indeed, they have also fallen behind in relation to the primary needs of the entire development process. 1/ It thus seems to be vitally necessary to rethink education in the context of development.

However, care should be taken not to attribute magic powers to education, which is only one element in a complex system. Development problems will not be solved by education alone, since it is only one of the factors making for changes in the environment. To be effective, its action presupposes that education is integrated in development, and needs to be accompanied in practice by a whole series of measures ... fiscal reform and incomes policy, agrarian reform, the provision of the basic equipment for a road system, etc. 2/

In the context of equality of access of women to education, the inquiry by the UNESCO secretariat reveals how women utilize the educational facilities which are directly related to rural development, namely, functional literacy programmes and the various types of agricultural education and training. It also shows the various measures taken by countries with a view to integrating women in rural areas in development.

1. Functional literacy training

Literacy programmes are in progress in many countries and are often directed at rural areas. Adequate facilities are being provided. Thirty-eight replies 3/ mention the various authorities responsible at the local regional or national level for literacy programmes or campaigns in rural areas.

1/ FAO-UNESCO-ILO Report EU/AET/70, vol. I.

2/ Education and Development in a Rural Environment (ED/WS/247), p. 12.

3/ Algeria, Burundi, Cameroon, Gabon, Ghana, Ivory Coast, Kenya, Liberia, Madagascar, Mali, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, United Republic of Tanzania, Dominican Republic, Guatemala, Mexico, United States, Argentina, Brazil, Colombia, Paraguay, Venezuela, Burma, Ceylon, Cyprus, Indonesia, Iran, Iraq, Jordan, Laos, Syrian Arab Republic, Thailand, Turkey, Yemen, Greece, Spain.

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Thirty countries 1/ replied that their programmes provided for functional literacy projects.

Functional literacy work should be taken to mean any literacy operation conceived as a component of economic and social development projects.

It is distinguished from so-called traditional literacy work by the fact that it is no longer an isolated or distinct operation - let alone an end in itself - but makes it possible to treat the illiterate as an individual in a group context, in relation to a given environment and with a view to development. By its nature, a functional literacy programme is related to precise collective and individual needs; it is made to measure, differentiated according to the environment and to specific economic and social objectives. 2/

The approach in functional literacy training is selective and intensive, integrating the educational effort into a development project.

Most of the countries mentioned above had expressed the desire to participate in the Experimental World Literacy Programme initiated by the UNESCO General Conference in 1964, which included a number of functional literacy projects that were gradually put into practice starting in 1967.

Thirteen major pilot projects including several subprojects, as well as a number of micro-experiments, are currently being carried out under this programme in various countries. Nine of the projects and three experiments involve countries which submitted replies for inclusion in the present report. 3/ From the development aims for each project and the people benefited, one can appreciate the importance of the place occupied by rural regions and population in this Programme.

In a recent UNESCO document, 4/ reviewing the present situation of the Experimental World Literacy Programme, we note that a functional literacy project has just been initiated in the Niger, in the rice-growing area of Tillabery, which will involve 15,000 farmers. According to the reply from the Niger, this project will be combined with the establishment of credit and co-operation institutions.

1/ Algeria, Gabon (planned), Ghana (planned), Kenya, Liberia, Madagascar, Mali, Mauritania, Niger, Nigeria, People's Republic of the Congo, Sudan, United Republic of Tanzania; Dominican Republic (planned), Guatemala, Mexico, Brazil, Paraguay, Venezuela; Burma, Ceylon, Cyprus, Iran, Iraq, Laos, Republic of Korea, Syrian Arab Republic, Thailand, Turkey; Malta.

2/ Functional Literacy, Why and How (Paris, UNESCO, 1970), p. 9.

3/ Algeria, Madagascar, Mali, Sudan, United Republic of Tanzania, Venezuela, India, Iran, Syrian Arab Republic; Algeria, Nigeria, Brazil.

4/ Experimental World Literacy Programme, progress made and present situation, Paris, 6 July 1971, ED-71/CONF.43/4.

The same document states that functional literacy components are included in agricultural and rural development projects in Kenya and Guatemala and that similar projects proposed by planning missions and drawn up with the Governments of Gabon and Iraq are now only awaiting the necessary financing.

Some of the replies to the questionnaire give additional details on the status of projects or their objectives.

In the People's Republic of the Congo, the functional literacy programmes have not yet been developed to the point where they can provide teaching integrated in the country's economic and social development plan. In enterprises which already provide literacy training, the programmes are designed to improve output.

Laos states that it has programmes designed to give professional and technical training to farmers for extracting the greatest benefit from their land by the introduction of the double-cropping system based on irrigation. Programme content stresses the development of agriculture and husbandry, the organization of production, and health and nutritional problems.

In the United Republic of Tanzania, where agriculture is regarded as the basis of development and literacy training for adults is given priority in efforts to broaden education, the objectives of functional literacy work extend beyond the bounds of the projects themselves; the purpose of functional literacy work is to enable the country to implement its policy of independence and to help the people to live better.

Given the current state of our documentation, we cannot tell to what extent women benefit from these projects. However, one may assume that they are affected by the programmes aimed at agricultural workers.

In answer to the questionnaire from the UNESCO secretariat asking whether there were any literacy programmes intended solely for women, 12 countries 1/ replied in the affirmative and 29 other countries 2/ in the negative. There is, however, a lack of details about these programmes.

It is none the less true that the knowledge acquired by women who have received literacy training in mixed or special classes has an influence on the community. New attitudes are created, since some of the conditions necessary for rural development are brought together in this way. Literacy can change the whole work procedure and psychology of the farmer as regards the use of new techniques, innovations, saving, use of credit, etc. It can also greatly help

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1/ Kenya, Madagascar, Mali, Niger, Nigeria, Sudan, Guatemala; Burma, Iraq, Turkey, Yemen; Malta.

2/ Liberia, Mauritania, People's Republic of the Congo, Sierra Leone, United Republic of Tanzania, Dominican Republic, Mexico, United States; Argentina, Brazil, Colombia, Paraguay, Venezuela; Ceylon, Cyprus, Indonesia, Iran, Japan, Jordan, Laos, Lebanon, Republic of Korea, Syrian Arab Republic, Thailand; Czechoslovakia, Finland, Greece, Italy; St. Helena.

the woman in her home. All these values however attached to literacy usually only come into operation when the other factors which play a key role in development are also there e.g. it is useless for a farmer to be credit-minded unless there are credit institutions, or to be capable of exercising tenancy rights if there has not been land reform or to know how to plant new seed unless it is available for purchase. 1/

Among the other factors in rural development, particular importance has been attached to agricultural education and training.

2. Agricultural education and training

(a) The present situation

The first World Conference on Agricultural Education and Training, which met at Copenhagen in the summer of 1970 was the occasion for a particularly valuable exchange of experience on the problems which arise in this field.

Particular stress was laid on the importance of agricultural education as one of the conditions for the development of rural communities. The need to adapt education at all levels to the requirements of rural development as part of a general reform of education was emphasized and discussed in its most important aspects.

> Agricultural education must cease to be the poor relation of education as a whole. To do so, it must emerge from its isolation. Instead of going separate ways, knowing nothing of one another, general education and technical agricultural education must draw closer together and lend each other support at every level. And agricultural education must have a share in the great movement for the regeneration of education as a whole which is at present developing almost everywhere in the world. Of all branches of education, it is the one with most to gain from this movement - although the day may well come when it will have most to contribute to it. For, in spite of its complexity, the general trend of this movement of regeneration is already clear: it is the building of a new educational structure combining in a single system the new forms of school and university, general and technical education and activities concerned with occupational refresher training, intellectual improvement and the promotion of cultural pursuits in such a way as to ensure that all have fair opportunities of life-long education. This, as I see it, is the more or less immediate future of education. And this is also, I am sure, the great chance for the rural world, which can be roused from its stagnation, rescued from the neglect in which it has lain, and liberated from the shackles that restrain it, only by education of this type. 2/

1/ H. M. Phillips, Literacy and Development (Paris, UNESCO, 1970), p. 51.

2/ René Maheu, opening address, World Conference on Agricultural Education and Training, ibid. vol. I.

While they did not overlook the progress and the efforts made in the sphere of agricultural education, the speakers stressed the grave inadequacies in this field and the great amount of work which countries would have to carry out to make the best use of human resources in rural regions and to adapt education to development and ensure the progress of the rural community.

In addition, the reports submitted to the Conference on the questions relating to the various levels of agricultural education and training, together with the regional studies, made it possible to identify the various forms taken by those questions in several countries as a result of their specific conditions and needs as well as the inequality of their resources.

It is true that the need was recognized for a different approach by each country and for appropriate solutions. However, the Conference brought out the main points of concern and the trends which are emerging in dealing with the inadequacies noted: vocational training for agricultural workers, pre-vocational training for young people at the primary and secondary school level, training of teachers and professional staff, agricultural extension services and rural animation, creation of specialized bodies to promote education in the light of development needs, extension and diversification of post-secondary and higher agricultural education, the founding of institutions to undertake the integrated functions of education, research and provision of extension services, are all goals which the countries participating in the Conference set themselves.

The need for efforts specially directed at promoting the training of country women became particularly evident during the discussions at the Conference. Specialist studies had already alerted international development bodies to this problem some years ago: "... given the role of women in agricultural operations, it is also essential that they should be given an education bearing upon the problems of rural development and be fully awakened to the important part which they can play in that development". 1/

We shall attempt to determine, as far as possible, the extent of the participation by girls and women in education and agricultural training, as revealed by the replies received from countries and by our own supplementary documentation.

(b) Participation of women

There were only 30 replies 2/ which supplied concrete data on the access of girls and women to agricultural education, although those data are neither complete nor comparable.

1/ L. Malassis, Economic Development and the Programming of Rural Education (Paris, UNESCO, 1966).

2/ Cameroon, Ghana, Mali, Mauritania; Guatemala, Mexico, United States; Paraguay, Venezuela, Iran, Iraq, Japan, Jordan, Republic of Korea, Turkey, Yemen; Belgium, Czechoslovakia, Federal Republic of Germany, France, Greece, Hungary, Poland, Spain, Switzerland, USSR, Byelorussian SSR, St. Helena, Gilbert and Ellice Islands; British Solomon Islands.

Five of the above replies briefly outline a negative picture: Jordan and Yemen replied that they did not provide agricultural education and Mauritania that "there is no agricultural education for girls"; Guatemala stated that there was no participation by girls and women in agricultural education; Paraguay said that, although there was no legal barrier to the access of women to agricultural education, there was no establishment capable of accepting them at the primary or secondary level.

Information taken from UNESCO documents revealed the place occupied by women in agricultural education at various levels in a number of countries.

There is a particular lack of documentation concerning the elementary level of agricultural training, which sometimes coincides with adult education. None the less, we found 80 women among a total of 200 persons in schools of agriculture in Ceylon in 1968/69, while there were none in similar institutions in Burma, which in 1968/69 had 400 students, or in Iran and Thailand, which in 1969/70 had 150 and 99 students respectively. 1/

The reply from Mali indicates that the task of women's agricultural training in the villages is entrusted to Practical Orientation Centres (COPs), which provide two years of instruction after the Diplôme d'Etudes Fondamentales. A project for the establishment of 30 COPs in five years (1969-1973) is currently being implemented with the assistance of the ILO and UNESCO. Women teachers for the COPs are trained at the teacher-training school for women's technical education (Ecole Normale d'Enseignement Technique Féminin) (four years of study).

Poland stated: "There are at present in Poland approximately 2,000 agricultural training schools with a total of 67,297 pupils, of whom 50,000 are women. These schools provide a two-year course. They are open to young people who live in the immediate vicinity and assist to a large extent in keeping young people in the rural environment; they also play an important role in improving agricultural working methods. Graduates of these establishments can continue their studies in agricultural secondary schools or in general high schools for workers."

The United States replied that the proportion of women in agricultural education was minimal: 0.7 per cent of the total number of students in 1969. We have, however, no details on the level of education to which these figures refer.

With regard to secondary agricultural education, we have been able to assemble a certain amount of information in annex V, from which it can be seen that the number of girl students is limited except in some European countries (Austria, Belgium, Czechoslovakia, France - where there is a striking difference between the number of female students in agricultural collèges and lycées - Hungary, Sweden, Yugoslavia) and the USSR. In addition, it can be seen that Costa Rica has extremely high levels of female participation, the interpretation of which would require a more detailed analysis.

Iraq replied that "although agricultural education has been made accessible to both sexes, girls and women do not enter agricultural secondary schools".

In Poland there are mixed agricultural secondary schools with boarding facilities. They are mainly situated in large rural centres and provide education at a level equivalent to that of secondary education.

1/ For all four countries, see Agricultural Education in Asia (Paris, UNESCO, 1971.

Japan's reply, which provides data for the year 1970/71, indicates that 64,030 girls were attending 179 senior secondary agricultural schools; on the other hand, there were only 241 pupils in the six agricultural training courses for girls and 1,048 girls at the 53 farms used for the practical training of young rural workers.

Cameroon quoted a figure of 11 girls out of an over all total of [illegible] pupils in all types of agricultural training, including higher level training, in 1970/71.

The Federal Republic of Germany provided separate statistics for different types of agricultural education received by women. The percentages of women students ranged from 1 per cent (agriculture, viticulture, pig farming) to 100 per cent (plant protection aides) in student bodies of varying size and probably, for training at different levels. As the total numbers of students of agriculture are not mentioned in the reply, it is impossible to see to what extent equality of access of women to this type of education has been achieved.

In any event, secondary agricultural education is only a very small part of the total secondary technical education effort in all the countries for which we have comparative figures (annex V), the exception again being Costa Rica.

In the report of the Chief Rapporteur to the Copenhagen Conference 1/ we read: "Most systems of technical and professional training have failed to appreciate the importance of the social, economic and cultural implications of change in rural societies and institutional structures. A grave deficiency in both agricultural education systems as well as in the rural services of many countries is that little, if any, account has so far been taken of the place and potential of rural women in the whole process of development."

Very little information was given in the replies received with regard to numbers of students by sex in higher agricultural educational establishments.

Paraguay, without indicating the year, quoted a figure of 18 women as against 204 men in the School of Agronomy.

In its reply, France mentioned that in 1970 the percentages of girls in short-term and long-term higher agricultural education were 7.5 and 12 respectively.

The reply from the Federal Republic of Germany provided, as in the case of agricultural secondary schools, figures and percentages relating to the participation of women in various sections or types of higher agricultural education in 1970: 14 women, representing 1 per cent of the total number of students in the 13 schools for agricultural engineers; 6.7 per cent of women among the students of agriculture at university level.

1/ World Conference, ibid., vol. I.

Iraq stated that there were 27 girls at the Agricultural College of the University of Baghdad and three girls at the Agricultural and Veterinary College of the University of Mosul.

Nevertheless, we were able to establish for most countries the proportion of girls in the entire student body and among agricultural students, as well as the proportion of agricultural students in the total number of students (annex VI). 1/

Figure 3 and table 5 show the breakdown of countries according to percentage of girls among agricultural students, on the basis of the data in annex VI.

The country with the highest percentage of women among agricultural students is Bulgaria with 46.7 per cent, it is followed by Finland (39.0 per cent), Poland (38.3 per cent), the USSR (27.4 per cent) and Czechoslovakia (26.8 per cent); the next six countries in decreasing order of female participation, Cuba, Thailand, Yugoslavia, the Federal Republic of Germany, Hungary and the Dominican Republic, have one female student for every four male students in higher agricultural education.

From the data in annex VI we may note the limited nature of participation by girls in higher agricultural education and the fact that this low participation seems to be relatively independent of the level of development of the countries concerned.

The commission which studied higher agricultural education for the World Conference at Copenhagen sought to alert the participants to the consequences of this failure to utilize the potential represented by women: "It was unanimously agreed that women play a key role in rural development, and the fact that female education had received scant attention in agricultural education systems was deprecated. Some universities had developed courses in home economics, but much greater attention must be given to the training of women who will be employed in the extension work, community development work, the processing industries, administration, nutrition and home economics, and in teaching. The Commission recognized that a vast reservoir of untapped talent existed in the female population of developing countries and that agricultural education must play a leading part in the release of this potential if women were to play a full role in rural development. 2/

1/ Those African countries which do not report any students in higher agricultural education are served by regional establishments in neighbouring countries.

2/ Op. cit., vol. I.

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Figure 3. Breakdown of countries according to percentage of girls among agricultural students

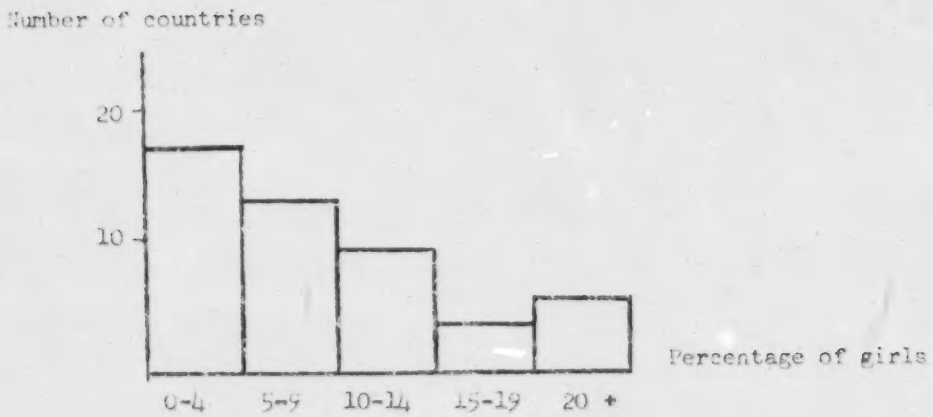

Table 5

Regional breakdown of countries according to percentage of girls among agricultural students

Region	Percentage of girls				
	0-4%	5-9%	10-15%	15-20%	20% and over
AFRICA	Burundi Cameroon Liberia Mali Sierra Leone Sudan	Ghana Nigeria	Algeria Madagascar		
AMERICA, NORTH	Costa Rica Guatemala Mexico	Canada	Trinidad and Tobago		Cuba Dominican Republic
AMERICA, SOUTH	Colombia	Brazil Venezuela	Argentina Paraguay		
ASIA	Cyprus India Iraq Jordan	Iran Japan Lebanon Republic of Korea Syrian Arab Republic Turkey	Burma Ceylon	Indonesia	Thailand
EUROPE	Belgium Greece Italy Spain	Denmark Norway Switzerland	Austria United Kingdom (Northern Ireland) United Kingdom (Scotland)	Netherlands Sweden United Kingdom (England and Wales)	Bulgaria Czechoslovakia Federal Republic of Germany Finland Hungary Poland Yugoslavia
USSR					USSR

/...

3. Policies for the advancement of women

Awareness of the condition of rural women in relation to their contribution to development has prompted various countries to take concrete measures both to promote the access of girls and women in rural areas to education and to facilitate the integration of that education into the rural development process.

(a) Measures taken to facilitate the access of girls and women to education in rural areas

A number of countries 1/ replied that girls in rural areas had equal access to education and that, as a result, there was no need for special measures to be taken in this regard:

"At the institutional level there are no de facto or de jure barriers to the admission of women to education" (People's Republic of the Congo).

"The law concerning general organization of education in Gabon (No. 16/66 of 9 August 1966) provides in article 4 that 'equality of opportunity for both sexes ... shall be guaranteed by the State'. This provision of the law is applied strictly throughout the country, and educational establishments admit non-boarding pupils of both sexes without distinction' (Gabon). "The facilities available are open to country girls and women as they are to their urban counterparts" (United Republic of Tanzania). "The same opportunities for boys as for girls" (Indonesia). "No special measures for country girls" (Japan). According to the reply from Hungary, such measures are not necessary in that country.

The reply from Switzerland states that "in rural areas, girls are increasingly treated on an equal footing with boys. In central Switzerland, for example, they are admitted as day pupils to Catholic establishments which have heretofore been reserved for boys". Poland draws attention to "the creation of a network of eight-year primary schools open to all children; full implementation of the obligation to provide education through the creation of a system of special schools for retarded and disabled students and of schools for workers; the introduction of individual teaching in the pupil's home, financed by the State".

Several of these countries stressed that schooling is compulsory, which equalizes opportunities as between sexes and regions.

According to the replies from the USSR and the Byelorussian SSR, equality is ensured also by a number of measures adopted in those countries, such as free education, the boarding-school network, the scholarship system and the facilities accorded to girls of the various local nationalities for admission to the university and to young persons studying by correspondence (supplementary paid vacations, reduced-rate travel), and by the transport and refreshment facilities provided for pupils in rural schools.

1/ Burundi, Cameroon, Gabon, Nigeria, People's Republic of the Congo, Sudan, United Republic of Tanzania; Canada, Guatemala; Argentina, Paraguay, Venezuela; Indonesia, Japan, Laos, Syrian Arab Republic, Thailand, Turkey; Austria, Belgium, Czechoslovakia, Greece, Hungary, Malta, Poland, Switzerland; USSR, Byelorussian SSR, St. Helena, Gilbert and Ellice Islands.

The expansion of the school network 1/ and particularly of girls' boarding schools 2/ has facilitated the access of girls to education in rural areas in some countries. Gabon states that there are all-girl boarding schools in the large urban centres and in some of the main regional towns but that their numbers are insufficient.

The scholarship system is used to promote the education of country girls in India (where school uniforms, canteen services and books are also provided free) and in France ('larger scholarships for young people from rural renewal areas'). France has also expanded its school bus service.

Some countries 3/ organize various types of socio-cultural animation, social centres and literacy courses for country women.

In Liberia, the United States, Iraq, Austria, France and Sweden, great importance is attached to the dissemination of information on the career opportunities open to girls from rural areas.

In Nigeria and the Federal Republic of Germany, a special effort is directed at parents in rural areas, in the case of the former to persuade them to send their daughters to school, and in the case of the latter to improve their relations with the school. Campaigns to promote female school attendance are carried out in Mauritania and Ghana.

The problem of the lack of teaching staff, especially female staff, in rural areas has attracted the attention of the authorities in some countries. In Guatemala, for example, when two posts are available in a rural school an attempt is made to appoint one man and one woman; in India, female teachers have been employed in larger numbers and measures have been taken to provide them with housing and a special allowance; material incentives for female teachers working in rural areas have been developed in Jordan. Similar measures are mentioned in the reply from the Byelorussian SSR. Two other countries - Mexico and Trinidad and Tobago - also stress the need to recruit and train the necessary teaching staff for rural schools.

Some countries have taken legislative measures or have created bodies or institutions to promote the access of women to education, but they do not always specify in their replies the extent to which these measures affect country women.

Burundi refers to the establishment of an official department for out-of-school education for women and of an office for home economics and social education.

1/ Cameroon, Gabon, Ghana, Kenya (plan to construct girls' boarding schools in rural areas), Mauritania, Niger, Sudan; Mexico, Burma, Cyprus, India, Iran, Iraq, Jordan, Laos, Lebanon, Turkey; Bulgaria, France, Italy, Poland; USSR, Byelorussian SSR.

2/ In the countries underlined in the preceding foot-note.

3/ Burundi, Ghana, Ivory Coast, Liberia, Niger; Iran, Iraq; Greece, Italy.

India mentions a campaign carried on by the National Council for the Education of Women as well as a project in that field which is now under study.

Switzerland replies that the following measures have been taken:

"Introduction of vocational examinations in the various sectors of activity of country women.

Creation of a Girls' Education Commission by the Conference of Cantonal Directors of Education. This Commission has studied ways of affording girls the same educational opportunities as boys.

At the local level: the enactment of cantonal laws to permit the implementation of measures envisaged or decided upon at the national level.

The plan adopted by the Government of the Byelorussian SSR for 1971 provides for the allocation of increased material means and the construction of school buildings and well-equipped laboratories for rural schools.

Some countries have taken special measures to facilitate the access of country girls to education. Thus, in Kenya, the standards for admission to secondary schools are lower for girls than for boys; in the Sudan efforts are being made to accelerate the school enrolment of girls to bring it up to that of boys; in Ghana, the establishment of training centres for country girls is one of the measures adopted to encourage rural female education in that country; in Venezuela, girls from a rural environment are being given priority in admission to the schools for domestic economy demonstrators. Poland mentions the creation of a sufficient number of places in post-primary schools for all pupils who complete the eight-year primary school course; the introduction, in some regions, of compulsory vocational education; the creation, in the rural centres, of branches of schools of agriculture and of general and vocational secondary schools for adults.

(b) Measures taken to facilitate the integration of the education of country girls and women in the rural development process

Forty-one countries 1/ provide information on this point. Eight other replies 2/ state that no measures have been taken in this regard or that none were necessary.

1/ Burundi, Cameroon, Dahomey, Gabon, Ghana, Ivory Coast, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Sierra Leone, Sudan, United Republic of Tanzania, Mexico, Trinidad and Tobago, United States, Argentina, Brazil, Burma, Ceylon, India, Indonesia, Iran, Iraq, Jordan, Laos, Lebanon, Republic of Korea, Syrian Arab Republic, Thailand, Turkey, Federal Republic of Germany, France, Greece, Italy, Spain, USSR, Byelorussian SSR, Gilbert and Ellice Islands.

2/ Colombia, Paraguay, Venezuela, Japan, Bulgaria, Hungary, Falkland Islands, British Solomon Islands.

/...

Some countries are making efforts aimed at adapting the education they provide to the realities of rural life.

The reply from Cameroon mentions reforms of primary education curricula and the development of domestic science training; various courses in domestic economy, housekeeping or hygiene have been introduced into school curricula in Nigeria, the Sudan, Brazil and India; in Gabon "the national educational system has created, at the primary school level, domestic science centres and parallel with the first stage of secondary education domestic science schools" the general education curricula in Sierra Leone include initiation courses in rural activities the reply from Jordan mentions the establishment of a Vocational Training Institute for Women; the United States mentions vocational refresher courses for women; the reply from Ceylon speaks of courses in agriculture and animal husbandry.

The reply from Ghana mentions an agricultural and domestic economy extension programme and the development of technical and vocational education, measures such as the training of girls in agriculture and child care and the implementation of education and vocational guidance programmes for country girls are envisaged according to the reply from Liberia, the opening of "a domestic science and commercial school" and "projects for the training of female rural supervisory grades" are under study in Mauritania. In Lebanon, "a project for the establishment of a training centre for rural domestic aides and rural home helpers" is in preparation.

In a number of replies, reference is made to various types of out-of-school education and of rural animation

The organization of Social Centres in Burundi the recent establishment of Rural Girls' Clubs in Dahomey; the setting up in every large village in Gabon of Women's Centres which provide elementary socio-economic and cultural training; the activities of the National Organization for Women in the United Republic of Tanzania; activities to promote community development and young women's attendance at the new technological education centres in Mexico; the creation of village libraries and reading centres in Burma; the establishment of social centres providing information and guidance to country women in Iraq; development of the Girls' Education Corps in Iran the activities of female rural advisers in Laos, literacy programmes in the United Republic of Tanzania, Iraq, Jordan and Thailand, rural centres in Spain, groups for agricultural extension activities in France, training in handicrafts given to women in the Sudan and Ceylon. The Niger and Greece also mention the participation of country women in out of-school educational programmes. The Federal Republic of Germany gives financial support to women's organizations and to the Rural Youth Organizations. The USSR is promoting the participation of country women in social activities by increasing the number of care centres for pre-school children.

Some replies provide precise details on the efforts being made to integrate country girls and women in the development process:

The Ivory Coast has established a National Office of Rural Advancement. Kenya has drawn up rural development projects applying equally to men and women; the Republic of Korea mentions educational measures adopted by the orientation services of the Rural Development Office; according to the reply from Turkey, out-of-school courses of varying types have been adapted to the particular requirements of rural communities; the task as defined in the reply from Mali is "to integrate women and girls in the rural development process through social organizations of an educational character".

Guatemala lists several programmes designed to integrate girls and women into the rural development process, the Federal Republic of Germany mentions the financing of seminars for women on rural development, and Poland refers to the recent creation of an Institute for Rural Development and Agriculture whose aim is to co-ordinate research into the social transformations occurring in the rural environment.

CONCLUSION

The inquiry by the UNESCO secretariat has produced a good deal of information on the access of girls and women to education in the context of rural development.

The rural condition is generally seen, by both men and women, as an inferior status which weighs on their existence and on that of their children, whether in the developing or the industrialized countries: "Here it is a drudgery and toil increasingly carried out through cybernetics, computers and the machine. There it is still the age-old long daily toil carried out by the muscles of man and upon the back of his woman". 1/

Faced with such disadvantages, the rural population often chooses flight as the solution to its problems. Thus, the most dynamic among the rural inhabitants turn towards the towns in an ever-growing migration which deprives the regions concerned of their best people and hampers the progress of the rural development which would tend to reduce the existing inequalities.

Women, who do not enjoy the same advantages in the field of education as men, are the victims in rural areas of twofold discrimination - de facto discrimination, since so far as proclaimed principles or legislative provisions are concerned there are no obstacles to equality of access to education, either as between the sexes or as between groups. There is more illiteracy, access to education is more limited, drop-outs are more frequent and the opportunities provided by out-of-school education programmes are more difficult to utilize in the case of rural women than in the case of rural men or town-dwellers.

The data and documentation furnished by the countries which replied to the inquiry point to the need for a special effort to deal with this situation.

The task of eliminating the obstacles which restrict the access of women to education and which are aggravated by living and working conditions in the agricultural environment is thus linked with the duty to remedy the inadequacies of education in rural areas. This twofold objective should be a feature of the rural development projects of the various countries, and those projects should be envisaged not merely as a means of increasing production but as an aggregate of economic, social and cultural transformations.

While the educational needs of the rural population are recognized and specified quantitatively, the problem of adapting the education envisaged to the context of rural development is particularly acute.

A coherent strategy for educational planning might envisage a new balance between general education, technical and vocational training and the various kinds of out-of-school education, within the framework of a polyvalent, flexible and open

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1/ World Conference, ibid., vol. I.

system affording multiple options that are easily accessible to all sectors of the population. It is in such a context that the solution to the problem of the training of rural women could be found.

In the meantime, under-utilized human resources, in particular those constituted by the female population in rural areas, are still being neglected and, consequently, irremediably wasted. The present inquiry confirms this state of affairs.

Since the contribution of women to rural development is generally recognized as important and the need for qualified professional staff in rural areas for the purposes of the socio-economic changes already undertaken or planned is widely apparent, it is astonishing to see in the replies to the questionnaire received by the secretariat that the types of training envisaged for rural women are related above all to their image as wives and mothers and far less to their role in the processes of production. Indeed, the extent to which girls and women participate in agricultural education and training is, in most countries, alarmingly low and is, moreover, rarely assessed, since studies on the subject generally pass over in silence the role of women in this type of education.

It is to be hoped that this contradiction, which has already been revealed by the work of the World Conference on Agricultural Education and Training at Copenhagen, will give rise in the various countries and in international organizations to concrete, special measures designed to afford rural women the same opportunity for education and advancement as their male counterparts.

ANNEX I

Questionnaire on the access of girls and women to education in the context of rural development

I. GENERAL

1. What is the current definition in your country of the notion of 'rural regions'? On what criteria was this definition established, for example, demographic, administrative, social, economic, other ...

2. Does the flight of the rural population towards the towns constitute a serious obstacle to rural development in your country? If so, please state why it represents an impediment to rural development. Are more women than men involved in this exodus? Please state the reasons why girls and women leave the country for the towns. What are the main reasons for this exodus? Have you noticed an increase in the flight from the countryside during recent years? Please give details.

3. Do you believe that the town-ward flight of women from the country areas is encouraged or impeded by the access of girls and women to education? Is this exodus encouraged or discouraged by the access of girls and women to certain types of education? Please state which types of education.

II. EDUCATION

4. Please supply, if available, the most recent data on the access of girls and women to the various stages and types of education in rural areas (number of educational establishments and distribution of pupils).

5. Please supply the most recent data available on the access of girls and women to the various types of out-of-school educational activities in rural areas (number and distribution of courses or groups and of participants for each type of activity 1/).

6. Please give the most recent data concerning the access of girls and women to agricultural education (number of establishments, educational level on admission, length of studies, number and distribution of students).

7. Is the number of illiterate women much higher in rural areas than in urban areas? (Please attach any reports or studies carried out in your country on this subject.)

1/ Examples of types of activity: community leadership, literacy courses, intensive vocational training courses, cultural centres, co-operatives, etc.

8. What are the literacy services responsible for the literacy programmes or campaigns in rural areas (a) at local level, (b) at regional level, (c) at national level? Do the literacy programmes provide for functional literacy projects? Please describe the functional literacy programmes of your country. Are there any literacy programmes intended solely for women?

9. State the reasons for drop-outs by girls in rural areas. What are the principal reasons for such drop-outs? Are drop-out cases more frequent in rural areas than in urban areas? Do girls drop out of school more frequently than boys?

10. Is the educational system of the rural areas different from that of the urban areas? If so, please state if these differences relate to the structure of schooling, the content of the curricula, the quality of the teaching provided, material facilities (please give details).

11. Do the general education curricula include an introduction to rural activities? What are the subjects taught for this purpose? What are the programmes specifically intended as an introduction to rural activities for girls?

12. Among the difficulties which country girls and women may encounter in getting education, please indicate those which affect women in particular: lack of schools and boarding facilities, cost of studies, distances, work outside the school, social and cultural factors, lack of information and guidance, other factors. Please list those you consider to be the most important.

13. Please state the measures taken to facilitate the access of country girls and women to education (a) at national level, (b) at local level.

III. DEVELOPMENT

14. What are the factors considered essential for rural development in your country? (e.g.: augmentation of agricultural production, modernization of rural life, creation of new jobs in rural areas, training of qualified rural supervisory grades, literacy training, rural education, expansion of school enrolments, transformation of social and cultural attitudes, expansion of non-agricultural sectors, etc.)

15. Do you consider the education of women as imperative for rural development? Which type of women's education is in your view of primary importance for rural development? Please state the measures taken to facilitate the integration of girls' and women's education with the processes of rural development.

16. Please state the different activities, productive or otherwise, pursued by women in rural areas. List those which represent important contributions to economic and social development.

17. Please indicate the employment possibilities in rural areas offered to women who have attended a school or completed their studies. Do these women in fact, pursue occupations corresponding to their qualifications? Please indicate also the employment opportunities offered to women in rural areas which are not exploited by them for lack of proper training.

IV. DOCUMENTATION

18. Please cite (titles, references, bibliography) the studies or inquiries carried out on the education of women in the context of rural development and, if possible, provide the secretariat of UNESCO with two copies of each report or publication

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ANNEX II

Population by sex and urban/rural residence (in numbers and percentages)

Country	Year	Aggregate population			Urban population			Rural population			Proportion of rural population		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
AFRICA													
Algeria	1966 (C)	12,096,347	6,073,207	6,023,140	4,687,901	2,342,864	2,345,035	7,408,446	3,730,341	3,678,105	61.2	61.4	61.1
Burundi	1965 (E)	3,210,090	1,584,730	1,625,360	71,590	37,230	34,160	3,138,500	1,547,500	1,591,000	97.8	97.7	97.9
Cameroon	1964 (E)	5,107,720	2,471,243	2,636,477	...	...	...	...	...	...	...	...	...
	1970 (E)	5,836,000	...	...	1,185,000	...	...	4,651,000	...	...	79.7	...	...
Dahomey	1961 (E)	2,082,511	1,020,558	1,061,953	194,130	99,070	99,060	1,888,381	925,488	962,893	90.7	90.7	90.7
Gabon	1961 (C)	444,264	204,698	239,566	62,982	33,240	29,742	380,836	171,247	209,589	85.7	83.7	87.5
	1970 (E)	500,000	...	...	160,000	...	...	340,000	...	...	68.0	...	...
Ghana	1960 (C)	6,726,815	3,400,270	3,326,545	1,551,360	799,130	752,230	5,175,460	2,601,140	2,574,320	76.9	76.5	77.4
Kenya	1962 (C)	8,636,300	4,277,000	4,359,300	670,945	394,113	276,832	7,965,318	3,882,850	4,082,468	92.2	90.8	93.6
	1969 (C)	10,890,000	...	...	1,050,000	...	...	9,840,000	...	...	90.4	...	...
Madagascar	1966 (E)	6,200,000	3,049,000	3,151,000	790,000	...	...	5,410,000	...	...	87.3	...	...
	1970 (E)	6,750,000	...	...	950,000	...	...	5,800,000	...	...	85.9	...	...
Mali	1961 (E)	5,680,000	1,829,000	1,851,000	411,100	194,900	216,200	3,268,900	1,634,100	1,634,800	88.8	89.3	88.3
Mauritania	1965 (E)	1,050,000	540,750	509,250	70,000	...	...	980,000	...	...	93.3	...	...
Nigeria	1963 (C)	55,670,055	28,111,852	27,558,203	8,971,464	4,797,351	4,174,113	46,698,591	23,314,501	23,384,090	83.9	82.9	84.9
People's Republic of the Congo 1/	1961 (E)	796,466	...	...	294,766	...	...	501,700	228,000	273,700	63.0	...	...
Sudan	1956 (E)	10,262,536	5,186,126	5,076,410	853,873	...	...	9,408,663	...	...	91.7	...	...
	1970 (E)	15,695,000	...	...	1,848,000	...	...	13,847,000	...	...	88.2	...	...
United Republic of Tanzania	1967 (C)	12,313,469	6,055,894	6,307,575	679,291	365,903	313,388	11,634,178	5,689,991	5,994,187	94.5	93.9	95.0
AMERICA, NORTH													
Barbados	1960 (C)	232,327	105,519	126,808	11,452	4,966	6,486	220,875	100,553	120,322	95.1	95.3	94.9
	1970 (C)	238,141	112,767	125,374	8,789	...	...	229,352	...	...	96.3	...	...
Canada	1966 (C)	20,014,880	10,054,344	9,960,536	14,726,759	7,282,845	7,443,914	5,288,121	2,771,499	2,516,622	26.4	27.6	25.3
Costa Rica	1963 (C)	1,336,274	668,957	667,317	460,543	215,525	245,018	875,731	455,432	422,299	65.5	67.8	63.3
Cuba	1966 (E)	7,799,600	3,972,500	3,827,100	4,159,400	2,054,720	2,104,680	3,640,200	1,917,780	1,722,420	46.7	48.3	45.0
Dominican Republic	1960 (C)	3,047,070	1,535,820	1,511,250	922,090	430,500	491,590	2,124,980	1,105,320	1,019,660	69.7	72.0	67.5
	1970 (C)	4,011,589	...	...	1,603,937	...	...	2,407,652	...	...	60.0	...	...
Guatemala	1964 (C)	4,209,820	2,105,780	2,104,040	1,433,020	682,340	750,680	2,776,800	1,423,440	1,353,360	66.0	67.6	64.3
Mexico	1960 (C)	34,923,129	17,415,320	17,507,809	17,705,118	8,604,990	9,100,128	17,218,011	8,810,330	8,407,681	49.3	50.6	48.0
Trinidad and Tobago	1960 (C)	827,957	411,580	416,377	144,766	68,398	76,368	683,191	343,182	340,009	82.5	83.4	81.6
United States	1960 (C)	179,323,175	88,331,494	90,991,681	125,283,785	60,718,867	64,564,916	54,041,088	27,584,246	26,457,642	30.1	31.2	29.1
AMERICA, SOUTH													
Argentina	1960 (C)	20,010,559	10,005,897	10,004,642	14,758,341	7,199,496	7,558,845	5,252,198	2,806,401	2,445,797	26.2	28.0	24.4
Brazil	1960 (C)	70,119,071	35,010,717	35,108,354	32,471,377	15,621,580	16,849,797	37,647,694	19,389,137	18,258,557	53.7	55.4	52.0
Colombia	1964 (C)	17,484,508	8,614,652	8,869,856	9,093,094	4,265,867	4,827,227	8,391,414	4,348,785	4,042,629	48.0	50.5	45.6
Paraguay	1962 (C)	1,819,103	894,164	924,939	651,869	306,086	345,783	1,167,234	588,078	579,156	64.2	65.8	62.6
	1970 (E)	2,386,000	...	...	852,000	...	...	1,534,000	...	...	64.3	...	...
Venezuela	1961 (C)	7,523,999	3,821,720	3,702,279	5,073,845	2,538,311	2,535,534	2,450,154	1,283,409	1,166,745	32.6	33.6	31.5
	1970 (E)	10,398,907	...	...	7,875,092	...	...	2,523,815	...	...	24.3	...	...

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ANNEX II (continued)

Country	Year	Aggregate population			Urban population			Rural population			Proportion of rural population		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
ASIA													
Ceylon	1963 (C)	10,582,064	5,498,674	5,089,390	2,016,285	1,091,300	924,985	8,565,779	4,407,374	4,158,405	80.9	80.2	81.8
Cyprus	1960 (C)	573,566	281,983	291,583	205,983	102,446	103,537	367,583	179,537	188,046	64.1	63.7	64.5
	1970 (E)	633,000	...	...	247,000	...	...	386,000	...	...	61.0	...	...
India	1970 (E)	550,376,000	283,967,000	266,409,000	108,964,000	58,889,000	50,075,000	441,412,000	225,078,000	216,334,000	80.2	79.3	81.2
Indonesia	1965 (E)	97,634,000	48,346,000	49,288,000	11,366,000	5,571,000	5,795,000	86,268,000	42,775,000	43,493,000	88.3	88.5	88.2
Iran	1966 (C)	25,078,923	12,981,665	12,097,258	9,794,246	5,096,654	4,697,592	15,284,677	7,885,011	7,399,666	60.9	60.7	61.2
	1970 (E)	29,016,222	...	...	11,785,706	...	...	17,230,516	...	...	59.4	...	...
Iraq	1965 (C)	8,047,415	4,102,514	3,944,901	4,162,106	2,147,688	2,014,418	3,935,124	1,985,474	1,949,650	48.9	48.4	49.4
	1970 (E)	9,440,098	4,754,234	4,685,864	5,452,435	2,767,346	2,685,089	3,987,663	1,986,888	2,000,775	42.2	41.8	42.7
Japan	1965 (C)	98,274,961	48,244,445	50,030,516	66,918,621	33,056,248	33,862,373	31,356,340	15,188,197	16,168,143	31.9	31.5	32.3
Jordan	1961 (C)	1,706,226	867,597	838,629	748,291	391,244	357,047	957,935	476,353	481,582	56.1	54.9	57.4
Kuwait	1965 (C)	467,789	286,509	181,280	103,151	73,869	29,282	364,638	212,640	151,998	77.9	74.2	83.8
Laos	1969 (E)	2,893,000	...	...	434,000	...	...	2,459,000	...	...	85.0	...	...
Republic of Korea	1966 (C)	29,159,640	14,684,147	14,475,493	9,780,443	4,899,816	4,880,627	19,379,197	9,784,331	9,594,866	66.4	66.6	66.3
Syrian Arab Republic	1960 (C)	4,565,121	2,344,224	2,220,897	1,684,956	868,454	816,502	2,880,165	1,475,770	1,404,395	63.1	63.0	63.2
Thailand	1960 (C)	26,257,916	13,154,149	13,103,767	4,778,648	2,431,656	2,346,992	21,479,268	10,722,493	10,756,775	81.8	81.5	82.1
Turkey	1960 (C)	27,754,820	14,163,888	13,590,932	7,307,816	3,978,939	3,328,877	20,447,004	10,184,949	10,262,055	73.7	71.9	75.5
	1965 (C)	31,391,421	...	...	10,805,817	...	...	20,585,604	...	...	65.6	...	...
EUROPE													
Austria	1961 (C)	7,073,807	3,296,400	3,777,407	3,535,560	1,592,459	1,943,101	3,538,247	1,703,941	1,834,306	50.0	51.7	48.5
Belgium	1961 (C)	9,189,741	4,496,860	4,692,881	6,102,363	2,955,620	3,146,743	3,087,378	1,541,240	1,546,138	33.6	34.3	32.9
Bulgaria	1969 (E)	8,434,172	4,216,768	4,217,404	4,267,357	2,150,570	2,116,787	4,166,815	2,066,198	2,100,617	49.4	49.0	49.7
Czechoslovakia	1961 (C)	13,745,577	6,704,674	7,040,903	6,539,012	3,147,352	3,391,660	7,206,565	3,557,322	3,649,243	52.4	53.1	51.8
Denmark	1968 (E)	4,864,885	2,410,444	2,454,441	2,221,614	1,056,427	1,165,187	2,643,271	1,354,017	1,289,254	54.3	56.2	52.5
Federal Republic of Germany	1968 (E)	58,652,927	28,003,836	30,649,091	...	...	...	...	...	...	...	...	...
	1969 (E)	60,842,100	...	...	23,379,800	...	...	37,462,300	...	...	61.6	...	...
Finland	1968 (E)	4,688,451	2,265,431	2,423,020	2,277,077	1,060,116	1,216,961	2,411,374	1,205,315	1,206,059	51.4	53.2	49.8
	1969 (E)	4,703,000	...	...	2,349,176	...	...	2,353,824	...	...	50.0	...	...
France	1968 (C)	49,654,556	24,196,528	25,458,028	34,751,364	16,773,684	17,977,680	14,903,192	7,422,844	7,480,348	30.0	30.7	29.4
Greece 2/	1961 (C)	8,380,553	4,091,894	4,296,659	4,713,961	2,314,054	2,399,907	3,674,592	1,777,840	1,896,752	43.8	43.5	44.1
Hungary	1963 (C)	10,071,700	4,863,350	5,208,350	4,207,650	2,031,050	2,176,600	5,864,050	2,832,300	3,031,750	58.2	58.2	58.2
Italy	1961 (C)	50,623,569	24,791,683	25,831,886	24,168,720	...	...	26,454,849	...	...	52.3	...	...
Malta	1967 (C)	314,216	150,598	163,618	296,360	141,965	154,395	17,856	8,633	9,223	5.7	5.7	5.6
Netherlands 2/	1968 (E)	12,729,721	6,349,993	6,379,728	10,006,163	4,954,490	5,051,673	2,788,076	1,426,295	1,361,781	21.9	22.5	21.3
	1969 (E)	12,953,731	...	...	10,101,897	...	...	2,851,834	...	...	22.0	...	...
Norway	1969 (E)	3,850,977	1,916,052	1,934,925	1,648,842	792,624	856,218	2,217,826	1,130,847	1,086,779	57.6	59.0	56.2
Poland	1969 (E)	32,555,100	15,819,700	16,735,400	16,708,900	8,015,900	8,693,000	15,846,200	7,803,800	8,042,400	48.7	49.3	48.1
	1970 (C)	32,589,000	...	...	16,950,000	...	...	15,639,000	...	...	48.0	...	...
Spain	1960 (C)	30,375,764	14,726,222	15,649,542	13,090,232	6,184,963	6,905,269	17,438,307	8,625,172	8,813,135	57.4	58.6	56.3
Sweden	1965 (C)	7,766,424	3,879,941	3,886,483	6,012,529	2,946,017	3,066,512	1,753,895	933,924	819,971	22.6	24.1	21.1
Switzerland	1960 (C)	5,429,061	2,663,432	2,765,629	2,784,988	1,331,045	1,453,943	2,644,073	1,332,387	1,311,686	48.7	50.0	47.4

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Country	Year	Aggregate population			Urban population			Rural population			Proportion of rural population		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
EUROPE (continued)													
United Kingdom													
England and Wales	1969 (E)	46,826,800	23,752,000	25,074,800	36,389,600	18,560,600	19,829,000	10,437,200	5,191,400	5,245,800	21.4	21.9	20.9
Northern Ireland	1966 (C)	1,484,775	723,884	750,891	789,881	373,683	416,198	694,894	350,201	344,693	46.8	48.4	45.3
	1970 (E)	1,524,000	...	...	847,560	...	...	676,440	...	...	44.4	...	...
Scotland	1961 (C)	5,179,344	2,482,734	2,696,610	3,645,988	1,745,668	1,900,320	1,533,356	757.066	776,290	29.6	30.5	28.8
	1966 (E)	5,168,210	2,478,750	2,689,460	3,912,260	1,855,470	2,056,790	1,255,950	623,280	632,670	24.3	25.1	23.5
Yugoslavia	1961 (C)	18,549,291	9,043,424	9,505,867	5,264,735	2,563,286	2,701,449	13,284,556	6,480,138	6,804,418	71.6	71.6	71.6
OCEANIA													
British Solomon Islands	1970 (C)	160,998	85,179	75,819	11,191	7,237	3,954	149,807	77,942	71,865	93.0	91.5	94.8
New Hebrides	1967 (C)	78,582	40,626	35,956	9,161	5,412	3,749	67,421	35,214	32,207	88.0	86.7	99.6
USSR													
USSR	1959 (C)	208,826,650	94,050,303	114,776,347	99,977,695	45,208,278	54,769,417	108,848,955	48,842,025	60,006,930	52.1	51.9	52.3
	1970 (C)	241,748,000	111,371,000	130,377,000	136,000,000	...	...	105,748,000	...	...	43.7	...	...
Byelorussian SSR	1959 (C)	8,054,648	3,581,040	4,473,608	2,480,505	1,105,079	1,375,426	5,574,143	2,475,961	3,098,182	69.2	69.1	69.2
	1970 (C)	9,003,000	4,137,000	4,866,000	3,907,000	...	...	5,096,000	...	...	56.6	...	...

Notes

Source: 1970 Demographic Yearbook - United Nations, New York, 1971 (tables 5 and 6).

... Data not available.

(C) after date indicates census data.

(E) after date indicates estimated data (including results of sample surveys).

For the definition of "urban" and criteria used in the estimates furnished by the various countries, see notes at the end of tables 5 and 6 of the 1970 United Nations Demographic Yearbook.

1/ Including the population of Brazzaville (136,000) and Pointe-Noire (78,300), the breakdown of which by sex was not furnished.

2/ The population of "semi-urban" areas is included in the figure for urban population.

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ANNEX III

Number and percentage of illiterates by urban or rural area

Country		Year	Age level	Illiterate population			Percentage of illiteracy		
				Total	Male	Female	Total	Male	Female
GHANA		1960	15+						
	Urban			567,050	...	...	62.6	...	...
	Rural			2,291,094	...	...	81.3	...	...
NIGER 1/		1960	14+						
	Urban			300,350	140,310	160,040	...	...	...
	Rural			1,196,020	560,620	635,400	...	...	...
COSTA RICA 2/		1963	10+						
	Urban			24,219	9,211	15,008	6.7	5.5	7.6
	Rural			102,477	51,975	50,502	20.3	19.7	21.0
GUATEMALA		1964	15+						
	Urban			287,188	104,607	182,581	34.5	26.6	41.7
	Rural			1,163,638	551,524	612,114	77.2	70.4	84.7
MEXICO		1960	15+						
	Urban			2,154,000	795,962	1,358,099	21.3	16.7	25.5
	Rural			4,588,859	2,048,277	2,540,582	48.9	42.9	55.3
UNITED STATES 3/4/		1959	14+						
	Urban			1,295,000	629,000	666,000	1.7	1.8	1.7
	Rural, non-agricultural			697,000	426,000	271,000	2.2	2.8	1.7
	Rural, agricultural			627,000	425,000	202,000	4.3	5.0	2.9

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ANNEX III (continued)

Country	Year	Age level	Illiterate population			Percentage of illiteracy		
			Total	Male	Female	Total	Male	Female
VENEZUELA	1970	10+						
Urban			503,800	169,600	334,200	10.3	7.5	12.8
Rural			615,400	313,200	302,200	35.7	32.9	39.2
CEYLON	1953	15+						
Urban			144,941	54,103	90,838	...	...	...
Rural			1,431,857	459,708	972,149	...	...	...
CYPRUS 5/	1960	All ages						
Urban			54,310	21,659	32,651	26.4	21.1	31.5
Rural			129,379	47,859	81,520	35.2	26.6	43.3
INDIA 6/7/	1961	15+						
Urban			21,831,000	8,446,000	13,385,000	45.3	31.5	62.8
Rural			165,169,000	69,783,000	95,386,000	78.4	65.3	91.8
IRAN	1963	10+						
Urban 8/			2,926,595	1,173,827	1,752,768	...	...	...
Rural 9/			7,950,102	3,485,265	4,464,837	...	...	...
JAPAN 10/	1960	15+						
Urban			334,400	73,200	261,200	1.1	0.5	1.7
Rural			1,091,200	237,000	854,200	3.1	1.4	4.6
BULGARIA	1965	15+						
Urban			153,571	37,641	115,930	5.2	2.5	7.8
Rural			460,372	112,115	348,257	13.8	6.8	20.7

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ANNEX III (continued)

Country	Year	Age level	Illiterate population			Percentage of illiteracy		
			Total	Male	Female	Total	Male	Female
GRELCE	1961	15+						
Urban 11/			519,600	114,500	405,100	14.5	6.6	22.0
Rural			683,400	128,400	555,000	26.7	10.6	41.0
HUNGARY	1960	7+						
Urban			81,300	...	...	2.3	...	..
Rural			252,000	...	...	4.6	...	...

Notes

Sources: UNESCO Statistical Yearbook (1965 and 1970) for Costa Rica, Mexico, the United States, Japan, Bulgaria, Greece and Hungary

Statistics of Illiteracy, Teheran Congress, document Minedlit/5 (Paris, UNESCO, 1965) for Ghana, the Niger, Ceylon, India and Iran

Informador estadístico, No. 62, 5-7-1971, weekly publication of the Statistical Department of the Ministry of Economic Affairs, for Guatemala

Data from the Statistical Department communicated in Venezuela's reply

UNESCO report, "Cyprus Educational Planning", Jan.-Dec. 1968, by C. L. Gurr, FR/TA/CYPRED 1, for Cyprus

Ability both to read and to write is used as the criterion of literacy.

... Data not available

(Notes continued on following page)

(Notes to annex III) (continued)

1/ Towns of 1,000 or more inhabitants are regarded as urban areas.

2/ Based on a 5 per cent sample of census returns.

3/ Excluding Alaska and Hawaii.

4/ Based on a sample survey.

5/ In order to conform to UNESCO's criterion of literacy, persons able only to read are included in the figure for illiterates.

6/ Including Sikkim.

7/ Localities with a municipal council or cantonment board are regarded as 'urban areas'.

In addition, localities not having such local assemblies but having the following characteristics are regarded as urban areas or towns:

(a) A population density of more than 400 per square kilometre;

(b) 5,000 or more inhabitants;

(c) Three fourths of the economically active population employed in pursuits other than agriculture;

(d) Any other locality regarded as urban by the Director of Census Operations.

All other localities are regarded as 'rural areas'.

8/ Towns.

9/ Villages.

10/ Illiteracy defined as "never attended school".

11/ Urban and semi-urban areas.

ANNEX IV

Experimental World Literacy Programme projects

Country	PROJECTS Major pilot projects	People benefited	Aims of development	National ministry or authority responsible	International organizations involved
ALGERIA	Staoueli (rural)	5,000 farmers and agricultural workers		Centre National d'Alphabétisation (Ministry of Education)	UNESCO ILO
	Arzew (industrial)	25,000 industrial workers	Setting up of new industries based on advanced technology. Improvement of self-management.		
	Bou Namoussa (rural and industrial)	70,000 workers	Irrigation projects		
MADAGASCAR	Farafangana) Befandriana) (rural) Tuléar)	Agricultural workers	Promotion of active participation in community life, in towns and country areas	Secrétariat d'Etat au Développement	UNESCO
MALI	Segou area (rural)	100,000 cotton and rice producers	Agricultural extension work and training of farmers. Irrigation project. Development of export products	Ministry of Education	UNESCO ILO
	Bamako area (industrial)	10,000 industrial workers	Improvement of work qualifications and integration of workers into enterprises		
SUDAN	Khashm Al-Girba (agricultural)	Farmers	Settling of nomadic populations and irrigation projects		UNESCO FAO
	Khartoum-North (industrial)	Industrial workers	Improvement of work qualifications and integration of workers into enterprises	Ministry of Education	

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ANNEX IV (continued)

Country	PROJECTS Major pilot projects	People benefited	Aims of development	National ministry or authority responsible	International organizations involved
UNITED REPUBLIC OF TANZANIA	Mara Mwanza Shinyanga West Lake) agricultural	Farmers	Development of co-operatives	Ministry of Regional Administration and Rural Development	UNESCO FAO ILO
VENEZUELA	Lara Trujillo Portuguesa	280,000 farmers and workers engaged in different activities (agricultural, animal husbandry, handicrafts, industrial)	Modernization and mechanization of agricultural techniques (for projects in rural areas)	Ministry of Education	UNESCO
INDIA	Functional literacy in districts: 3 in 1967/68 10 in 1968/69 75 in 1969/70 100 in 1970/71	Farmers (approximately 1 million)	Agricultural extension work and training of farmers. Increase in food production.	Ministries of Agriculture, Education and Information	FAO UNESCO
IRAN	Great Dez (agricultural) Isfahan (rural and industrial)	45,000 farmers and industrial workers	Development of local craft co-operatives. Setting up of small industries for the processing of farm products. Modernization of craft techniques.	Ministry of Education	UNESCO ILO
SYRIA	Ghab region	Farmers	Irrigation projects	Ministry of Agriculture and Agrarian Reform	FAO UNESCO

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ANNEX IV (continued)

Country	Micro-experiments	People benefited	Aims of development	National ministry or authority responsible	International organizations involved
ALGERIA	Correspondence course (Oran)	Literacy teachers and instructors, semi-illiterates		Centre National d'Enseignement par Correspondance and Institut Pédagogique National	UNESCO
NIGERIA	Ibadan	Tobacco growers	Development of export products	Nigerian Tobacco Company and the Government of the Western State of Nigeria	UNESCO
BRAZIL	Companhia Vale do Rio Doce	Industrial workers	Improvement of work qualifications and integration of workers into enterprises	Companhia Vale do Rio Doce	UNESCO

Source: Literacy 1967-1969. Progress achieved in literacy throughout the world, UNESCO, 1970 (particularly tables 5, 6, 7 and 8).

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ANNEX V

Some statistical data showing the number of girls receiving secondary vocational education and attending secondary agricultural schools (enrolments and proportions)

Country	Year 1/	Total number of pupils receiving secondary vocational education			Pupils attending secondary agricultural schools			Proportion of pupils receiving agricultural education to total number of pupils receiving secondary vocational education	
		Total	Female	% female	Total	Female	% female	Total	Female
AFRICA									
Algeria	1965	34,685	9,731	28.1	3,076	-	-	8.9	-
Ghana	1965	14,950	3,359	22.5	44	4	9.1	0.3	0.1
Madagascar	1965	7,364	...	...	178	22	12.4	2.4	...
Mali	1965	1,417	195	13.8	159	-	-	11.2	-
Mauritania	1964	197	13	6.6	7	-	-	3.5	-
Niger	1965	441	32	7.3	82	-	-	18.6	-
Nigeria	1965	22,610	3,969	17.5	...	...	...	...	...
AMERICA, NORTH									
Barbados	1966	2,362	1,295	54.8	...	...	...	...	...
Costa Rica	1968	6,518	2,414	37.0	3,730	2,414	64.7	57.2	100.0
Cuba	1968	46,962	13,699	29.2	3,668	436	11.9	7.8	3.2
Dominican Republic	1966	1,831	861	47.0	119	-	-	6.5	-
Guatemala	1968	10,265	3,995	38.9	...	...	...	...	...
Trinidad and Tobago	1967	3,867	2,589	66.9	-	-	-	-	-
AMERICA, SOUTH									
Argentina	1968	485,724	213,728	44.0	3,611	394	10.9	0.7	0.2
Brazil	1968	542,418	182,400	33.6	18,222	2,000	11.0	3.4	1.1
Colombia	1968	127,402	79,160	62.1	7,930	1,268	16.0	6.2	1.6
Venezuela 2/	1968	127,347	62,345	48.9	2,036	130	6.4	1.6	0.2
ASIA									
Burma	1968	4,144	...	...	598	-	-	14.4	-
Ceylon	1968	...	...	...	25	-	-	...	-
Cyprus 3/	1965	3,807	462	12.1	235	-	-	6.2	-
India	1964	440,183	91,026	20.7	17,749	248	1.4	4.0	0.3
Iran	1968	19,059	3,701	19.4	2,249	-	-	11.8	-
Iraq	1965	7,626	3,797	49.8	1,896	-	-	24.9	-
Japan	1968	1,892,481	787,462	41.6	91,506 5/	22,068	24.1	4.8	2.8
Jordan	1965	3,267	253	7.7	271	-	-	8.3	-
Republic of Korea	1967	203,997	52,263	25.6	52,189 4/	4,163	7.9	25.6	7.9
Syrian Arab Republic	1965	8,206	1,082	13.2	275	-	-	3.3	-
Thailand	1969	...	...	...	4,127	510	12.4	...	...
Turkey	1965	133,750	39,292	29.4	4,320	511	11.8	3.2	1.3
Yemen	1965	45	-	-	45	-	-	100.0	-

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ANNEX V (continued)

Country	Year 1/	Total number of pupils receiving secondary vocational education			Pupils attending secondary agricultural schools			Proportion of pupils receiving agricultural education to total number of pupils receiving secondary vocational education	
		Total	Female	% female	Total	Female	% female	Total	Female
EUROPE									
Austria	1969	213,854	82,606	38.6	26,372	11,559	43.8	12.3	14.0
Belgium	1966	352,298	165,209	46.9	14,903 6/	8,015	53.8	4.2	4.8
Bulgaria 2/	1965	261,242	100,027	38.3	30,207	...	...	11.6	...
Czechoslovakia 9/	1965	287,351	139,971	48.7	44,380	20,163	45.4	15.4	14.4
Finland	1965	75,823	28,922	38.1	4,919	892	18.1	6.5	3.1
France	1969								
Lycées		...	...	...	16,667	1,523	9.1	...	...
Colleges		...	...	...	10,970	6,314	57.6	...	...
Greece	1965	81,244	13,811	17.0	607	7	1.1	0.7	0.05
Hungary	1970	...	...	...	31,992	11,450	35.8	...	...
Netherlands	1965	594,647	232,776	48.0	37,125	1,409	3.8	6.7	0.6
Norway	1965	65,029	24,253	37.4	7,480 8/	332	4.4	11.5	1.4
Sweden	1965	234,701	116,429	49.6	6,339	3,081	48.6	2.7	2.6
Yugoslavia	1965	429,076	163,524	38.1	16,163	5,066	31.3	3.8	3.1
USSR									
USSR 7/	1965	3,419,700	1,605,700	46.9	584,900	211,500	36.2	17.1	13.2

Sources: Development and trends in the expansion of education in Latin America and the Caribbean, UNESCO/MINEDLA/REF/2, Paris, 1971, for Barbados, Costa Rica, Cuba, Guatemala, Trinidad and Tobago, Argentina, Brazil, Colombia and Venezuela

Agricultural education in Asia (Paris, UNESCO, 1971) for Burma, Ceylon, Iran, Japan, Republic of Korea, Thailand

Replies to questionnaire for Belgium, France and Hungary

World Survey of Education, V, (Paris, UNESCO, 1971) for other countries

UNESCO Statistical Yearbook, 1970.

\- Magnitude nil or negligible

... Data not available

1/ Academic year beginning in the calendar year indicated.

2/ Including evening courses.

3/ Not including Turkish schools.

4/ Including enrolments in forestry and fishery schools.

5/ Including data on forestry and fishery schools.

6/ These data include enrolments in schools of agronomy, horticulture and forestry and students of agricultural home economics.

7/ Including evening and correspondence courses.

8/ Including students at fishery schools.

9/ Including evening courses for workers.

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ANNEX VI

Number of agricultural 1/ students in the total number of third-level students, by sex (enrolments and proportions)

Country	Year 2/	Total number of students			Agricultural students			Proportion of agricultural students to total number of third-level students	
		Total	Female	% female	Total	Female	% female	Total	Female
AFRICA									
Algeria	1966	10,681	2,398	22.4	87	10	11.5	0.8	0.4
Burundi	1966	361	23	6.4	17	-	-	4.7	-
Cameroon	1968	1,899	103	5.4	69	2	2.9	3.6	1.9
Dahomey	1967	115	1	0.9	-	-	-	-	-
Gabon	1966	30	...	...	24	...	...	80.0	...
Ghana 3/	1967	5,134	469	9.1	296	19	6.4	5.8	4.0
Ivory Coast	1968	2,943	428	14.5	-	-	-	-	-
Kenya 4/	1966	1,878	...	...	189	...	...	10.1	...
Liberia	1967	1,083	201	18.5	130	2	1.5	12.0	1.0
Madagascar	1966	3,629*	1,274*	35.1*	137	20	14.6	3.8*	1.6*
Mali	1968	420	46	10.9	79	-	-	18.8	-
Nigeria	1966	9,775	1,395	14.3	685	40	5.8	7.0	2.9
People's Republic of the Congo	1968	1,485	73	4.9	-	-	-	-	-
Sierra Leone	1968	837	153	18.3	68	1	1.5	8.1	0.6
Sudan	1966	8,733	776	8.9	418	18	4.3	4.8	2.3
United Republic of Tanzania 5/	1968	1,410	...	...	26	...	...	1.8	...
AMERICA, NORTH									
Barbados 6/	1966	385	149	38.7	-	-	-	-	-
Canada 3/	1968	374,194	132,600	35.4	5,973	425	7.1	1.6	0.3
Costa Rica 7/	1968	11,449	4,788	41.8	231	5	2.2	2.0	0.1
Cuba	1968	30,311	13,360	44.1	3,571	804	22.5	11.8	6.0
Dominican Republic	1961	4,086	999	24.4	45	9	20.0	1.1	0.9
	1968	15,757	...	...	620	...	...	3.9	...
Guatemala	1969	13,743	2,545	18.5	706	16	2.3	5.1	0.6
Mexico 3/	1969	188,011	34,774	18.5	5,939	171	2.9	3.1	0.5
Trinidad and Tobago 8/	1968	1,267	289	22.8	149	19	12.7	11.8	6.6
AMERICA, SOUTH									
Argentina	1969	271,496	113,033	41.6	9,814	1,263	12.9	3.6	1.1
Brazil	1965	155,781	47,511	30.5	6,137	345	5.6	3.9	0.7
	1967	212,882	...	...	7,847	...	...	3.7	...
Colombia	1969	76,034	18,666	24.5	6,376	166	2.6	8.4	0.9
Paraguay	1959	3,051	940	30.8	142	16	11.3	4.6	1.7
	1968	7,134	...	...	417	...	...	5.8	...
Venezuela	1964	41,372	13,770	33.3	2,655	241	9.1	6.4	1.7
	1967	58,747	20,288	34.5	3,435	...	...	5.8	...

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ANNEX VI (continued)

Country	Year 2/	Total number of students			Agricultural students			Proportion of agricultural students to total number of third-level students	
		Total	Female	% female	Total	Female	% female	Total	Female
ASIA									
Burma	1965	22,399	7,182	32.1	520	61	11.7	2.3	0.8
Ceylon 3/	1965	14,816	4,754	32.1	94	13	13.8	0.6	0.3
	1966	14,422	...	...	153	...	...	1.1	...
Cyprus	1968	446	226	50.7	26	-	-	5.8	-
India 9/	1965	1,054,273	224,290	21.3	29,943	173	0.6	2.8	0.1
Indonesia 3/	1967	119,039	29,880	25.1	5,499	898	16.3	4.6	3.0
Iran	1968	58,194	15,070	25.9	2,475	246	9.9	4.2	1.6
Iraq	1967	35,331	8,308	23.5	1,232	30	2.4	3.5	0.4
Japan	1968	1,526,764	438,510	28.7	51,159	2,740	5.3	3.3	0.6
Jordan 10/	1968	4,077	1,046	25.6	27	-	-	0.7	-
Republic of Korea	1968	166,918	43,505	26.1	13,426	1,076	8.0	8.0	2.5
Kuwait	1968	1,320	611	46.3	-	-	-	-	-
Laos	1968	542	78	14.4	-	-	-	-	-
Lebanon	1968	33,587	7,208	21.5	217	17	7.8	0.6	0.2
Singapore	1968	12,447	3,939	31.6	-	-	-	-	-
Syrian Arab Republic	1968	35,005	5,932	16.9	829	44	5.3	2.4	0.7
Thailand	1968	37,141	16,359	44.0	2,681	602	22.5	7.2	3.7
Turkey	1968	143,279	26,787	18.7	4,118	377	9.2	2.9	1.4
EUROPE									
Austria 3/	1968	49,551	12,005	24.2	1,674	174	10.4	3.4	1.4
Belgium 3/	1967	59,172	15,420	26.0	2,106	93	4.4	3.5	0.6
Bulgaria 11/	1968	90,024	43,199	48.0	5,965	2,786	46.7	6.6	6.4
Czechoslovakia	1968	103,595	41,164	39.7	11,983	3,213	26.8	11.6	7.8
Denmark	1966	49,707	17,782	35.8	1,247	119	9.5	2.5	0.7
Federal Republic of Germany	1968	430,904	115,165	26.7	6,576	1,371	20.8	1.5	1.2
Finland	1965	38,408	18,850	49.1	1,054	411	39.0	2.7	2.2
	1968	54,886	...	...	1,384	...	...	2.5	...
France	1965	473,823 12/	...	...	4,126	...	...	0.9	...
Greece	1967	73,438	23,902	32.5	3,901	458	1.7	5.3	1.9
Hungary	1968	52,061	23,266	44.7	6,868	1,375	20.0	13.2	5.9
Italy	1968	415,649	159,499	38.4	6,373	223	3.5	1.5	0.1
Malta 13/	1967	1,512	470	31.1	-	-	-	-	-
Netherlands 3/	1967	77,896	14,406	18.5	3,[illegible]	491	15.2	4.2	3.4
Norway 3/	1968	24,115	6,214	25.8	[illegible]	51	7.9	2.7	0.8
Poland 11/	1968	305,561	124,324	40.7	30,696	11,763	38.3	10.0	9.5
Spain	1968	178,255	43,239	24.3	4,787	123	2.6	2.7	0.3
Sweden 16/	1968	118,874	43,737	36.8	1,131	192	17.0	0.9	0.4
Switzerland	1965	32,921	6,526	19.8	306	44	5.5	2.4	0.7

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ANNEX VI (continued

Country	Year 2/	Total number of students			Agricultural students			Proportion of agricultural students to total number of third-level students	
		Total	Female	% female	Total	Female	% female	Total	Female
United Kingdom									
England and Wales	1967	329,962	127,569	38.7	3,471	595	17.1	1.0	0.5
Northern Ireland	1968	13,331 14/	4,784 14/	35.9	230	24	10.4	1.7	0.5
Scotland 3/ 15/	1967	32,092	10,057	31.3	920	118	12.8	2.9	1.2
Yugoslavia	1968	231,444	88,380	38.2	12,580	2,663	21.2	5.4	3.0
USSR									
USSR 11/	1968	4,469,705	2,091,400	46.8	427,992	117,200	27.4	9.6	5.6

Sources: UNESCO Statistical Yearbook (1970) and Development and trends in the expansion of education in Latin America and the Caribbean, statistical data, UNESCO/MINESLA/REF/2, 1971

NOTES

\- Magnitude nil or negligible

... Data not available

* Provisional or estimated data

1/ According to the classification used by UNESCO, "agriculture" includes the following fields of study: agronomy, dairying, fisheries, forestry, horticulture, rural science, veterinary medicine and similar subjects.

2/ Academic year beginning in the calendar year indicated.

3/ Universities and degree-granting institutions only.

4/ University College of Nairobi only.

5/ University College of Dar-es-Salaam only.

6/ Data refer to the University College of Cove Hill.

7/ Including multiple counting of students enrolled in more than one field of study; actual total enrolment is 11,384.

8/ Data refer to St. Augustine College.

9/ Revised series. Not including intermediate and pre-university courses.

10/ Data refer to east bank only.

11/ Including evening and correspondence courses.

12/ Figure comprises 413,756 enrolled in public universities and 60,067 in the Grandes Ecoles and higher professional schools. Includes multiple counting of students enrolled in more than one field of study.

13/ Including multiple counting of students enrolled in more than one field of study; actual enrolment is 1,449.

14/ Including 2,032 (192 female) students enrolled in part-time vocational courses.

15/ Full-time students only.

16/ Including multiple counting of students enrolled in more than one field of study, actual enrolment is 115,610 (42,471 female).